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ABSTRACT

This report presents a 1975-1976 comprehensive review of the University of North Carolina at Charlotte J. Murrey Atkins Library undertaken by staff members. Data and information were gathered from faculty, student, and library surveys, interviews, and by task forces in the areas of management and structural processes, human resources, library resources and services, and technology and facilities. The task forces studied the university and its library, the library's environment, the library's goals and objectives, and assessment of needs. Recommendations were made for five major areas studied: organization and management, planning, personnel, cataloging and collection development. The task force reports are included in the text. The appendices contain project chronology, library goals and objectives and their analysis, library user inquiry and leadership questionnaires, opinion analysis, human resources survey, suggestions for staff development program, and library holdings tables. (KP)

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ACADEMIC LIBRARY DEVELOPMENT PROGRAM:

A self study

J. Murrey Atkins Library
University of North Carolina at Charlotte
December, 1976

IR005089

UNCC

The University
of North Carolina
at Charlotte
UNCC Station
Charlotte, N. C
28223

J. Murrey Atkins Library
704 / 597-2221

December 17, 1976

Mr. Joseph F. Boykin, Jr.
Director of the Library
University of North Carolina at Charlotte
Charlotte, North Carolina 28223

Dear Mr. Boykin:

Submitted herewith is the final report of Atkins Library's Academic Library Development Program. It represents nearly a year's work on the part of a number of staff members, and was prepared with the expectation that it will contribute to the betterment of library services at the university.

We regard implementation of the recommendations as essential to the program, the end toward which the data gathering and analysis were directed. Implementation will determine how successful and worthwhile the effort has been. We recognize that a number of the recommendations found in the document are already in the process of being implemented by you and by the staff. Others will doubtless require your careful consideration and perhaps revision.

To set priorities, establish schedules, monitor the process, and communicate progress to the staff, we recommend the establishment of an implementation advisory group. This group should consist of four or five members appointed by you after consultation with the study team. Members of the group might be selected from nominations made by the staff and from volunteers. We also suggest that you use the following guidelines in choosing the members:

There should be no more than one person from any one unit.

Both public and technical services staff should be represented.

At least one new staff member (hired since the end of the 1975/76 academic year) should be appointed.

There should be a balance of support staff and library faculty members.

The implementation advisory group should be guided by the Association of Research Libraries paper, "A Structure for Implementation of Study Recommendations," and should be charged with responsibility for overseeing implementation of the report recommendations. In their work members of the group will be able to call upon the study team for assistance. A regular reporting system should be established by the group in order that progress on implementation may be made known to all. We suggest that the group meet monthly with the study team and you to review progress and problems.

The implementation advisory group should receive its charge from you, receive orientation, and become thoroughly familiar with the report and its recommendations. Means should be found to ascertain staff reactions to the document and the group should set priorities and develop a plan of implementation. We hope that implementation of the recommendations can begin with the new calendar year. We believe that the use of an advisory group and the suggested procedures will assure timely implementation of the report recommendations, thereby making the library's expensive investment during this past year worthwhile.

We would like to thank you for your help and cooperation and for giving us the opportunity to participate in the study.

Sincerely yours,

The ALDP Study Team

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ACKNOWLEDGMENTS

A self-study as broad as that undertaken by the J. Murrey Atkins Library requires the support and participation of a large number of people. When that study is part of a pilot program, being conducted for the first time, the assistance, encouragement, and involvement of an even greater number of individuals is essential. The Academic Library Development Program study team would like to thank those who made the program possible and who helped bring it to a successful conclusion.

Dr. Frank Dickey, former provost at the University of North Carolina at Charlotte, was instrumental in bringing the program to the Atkins Library. Dr. Fred Cole and the Council on Library Resources, in seeking to have the techniques of the Association of Research Libraries Management Review and Analysis Program applied to smaller libraries, provided funding, expert guidance, and encouraging support. The program advisory committee was generous in sharing its broad knowledge of higher education and academic libraries, and gave the program participants valuable insights and criticism.

To Duane Webster, director of ARL's Office of Management Studies, the team is particularly grateful. The program could not have succeeded without him. The time he devoted to the study, the talents he used in working with the team, and above all, the enthusiasm and encouragement he displayed, were crucial to completion of the work.

The UNCC administration, faculty, and students, particularly the Office of Planning and University Studies, the Faculty Advisory Library Committee, and the faculty and students who cooperated in the user survey, were supportive of the program throughout its duration.

The director and staff of the library were especially responsible for the successful application of the program at UNCC. The director initiated the effort, directed the overall program, and continually provided essential assistance to the study team. The staff conducted the study, and sometimes did so at the expense of leisure time, health, and peace of mind. Remarkably, library services to the university community did not deteriorate despite the added burden. This is a tribute to the staff's hard work and dedication.

Thanks are due also to Phoebe Day, Sharon Pearson, and Donna Outen for typing the many draft reports the study team and task forces prepared and especially to Pat Chavanne, the program secretary whose competence, organizational ability, and even temper helped the team through some difficult times.

Last to be acknowledged is surely the person to be thanked most. Dr. Grady Morein, the program coordinator, worked with the study team and staff as a colleague, a teacher, a learner, and a friend. His patience, understanding, good humor, and dedication enabled us to persevere in our task. His knowledge of libraries, of management, and of people were invaluable throughout the year he was with us.

We trust our report is worthy of this interest, concern and support.

INTRODUCTION

The Academic Library Development Program at the University of North Carolina at Charlotte has been an effort of the staff of the J. Murrey Atkins Library from its beginning. The university and library administrations initiated the process and encouraged and actively supported the study, and the Council on Library Resources and the Association of Research Libraries Office of Management Studies made it possible. But it was staff enthusiasm in December of 1974 that prompted a proposal, it was staff dedication that sustained the project during long months of tiring work, and it was staff energies and talents that produced the reports and recommendations found herein. Staff commitment will now be necessary to implement much of what has been recommended.

The task force reports, which make up the bulk of this document, are evidence of the staff's work. Virtually everyone contributed in some way to these papers. Many of the staff served as members of task forces; others provided information through interviews and by filling out questionnaires; some assisted by commenting on and critiquing reports; and most important, there were those who assumed an additional workload, thereby allowing fellow staff members to participate.

The papers which follow consist of reports by the study team, and the task force investigations into four broad areas. The task force papers are the responsibility of both the study team and the individuals whose names appear on the concluding page of each. These papers on management, human resources, library resources and services, and technology and facilities are the result of extensive data gathering and analysis on the part of the task force members. Each paper was extensively reviewed, critiqued, and edited by the study team. All of the reports, those prepared by the team and those of the task forces, were sent to the staff for comment prior to preparation of final copy.

Knowledge of the time periods during which the various investigations took place may be helpful in understanding some of the papers and therefore a report chronology has been included in Appendix B.

This study constitutes the most comprehensive and thorough review and analysis of the library in its history. Almost every aspect of the Atkins Library--management, services, collections, staff, facilities, users, environment, systems--was considered. Many were examined in depth and the resulting recommendations, when implemented, will likely have a lasting effect on the library and the university. Others, because of the constraints of time and immediate demands of service, were given only cursory or superficial treatment, but groundwork for further investigation into these areas has been laid, and avenues to be pursued have been indicated. The library's past has been looked at to achieve a perspective on present strengths and weaknesses; the library's potential has been assessed to provide guidance for greater contribution to the university. What remains is the most important part of the effort, although it may also be the most difficult: the recommendations must be carried out; the written product must be put into practice.

THE ALDP STUDY TEAM

Doris Anne Bradley
Patricia Burke
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PART I

STUDY TEAM REPORTS

SUMMARY AND REVIEW OF FINDINGS

Five major areas of concern were identified during the course of this study. The principal problem areas which the study team believes the library must address fall under the following headings:

Organization and Management
Planning
Personnel
Cataloging
Collection Development

While there are quite a few specific problems which have been set forth in the reports, most of these can be grouped under one of the above. The comments and summaries below are based upon the findings of the task forces and upon the investigations and review conducted by the study team. Much of what is stated and many of the recommendations made are found in greater detail in the sections which follow.

Organization and Management Problems in the areas of organizational structure and managerial relationships are of prime concern to most of the

staff. There is strong feeling that resolving difficulties having to do with accountability, supervisory authority and responsibility, management philosophy, roles of library groups, and the library structure is necessary before other problems can be dealt with effectively. Indeed, the study team believes that solutions in these areas will dramatically diminish difficulties elsewhere. The library's year-long experiment with a widespread participative scheme seems to have resulted in positive feelings on the part of a large segment of the staff. Communication is more open, there are more and better contributions being made by larger numbers of individuals, and most of the library's units are discussing issues and solving problems to a degree greater than ever before. Nevertheless there have been problems. The most serious of these involves supervision of work. Whether the removal of individual responsibility and authority for supervision was intended or not, it is certainly true that a large number of staff members believe this to have happened. Former department heads have retreated from supervisory positions. Some of the present coordinators, adhering closely to their role definition which made no mention of supervision, have not stepped into the resulting void. Overall unit solidarity and responsibility have not developed to the point where group and peer pressure are sufficient means for maintaining high levels of performance. Under the present ill-defined system, coordination of unit and sub-unit work has often proved difficult and leadership development in certain instances has been inhibited.

No indictment of participative management is intended by these remarks. Most of the staff would agree that the advantages of our present open and participative system surpass the difficulties that have been encountered. In some units, supervisory structures have been carried over from the former system; in others, supervision has come about because of an individual's position, personality, or performance. What is being suggested, however, is that there is a need for a stated recognition by the library and its administrators of the necessity for supervision, and an assignment of authority and responsibility for this supervision to individuals competent to exercise them within a participative scheme. Development of supervisory skills through formal and informal training may be necessary, and therefore it is further recommended that programs be established to accomplish this. The recognition that appropriate supervision is not incompatible with participation in decision-making, goal-setting, and other managerial functions, will go a long way toward achievement of a workable and productive organization.

Essential to the success of the participative system sought by the administration is an adequate explanation of this management philosophy. The purposes, possibilities, and limitations of participative management should be set forth, and the administration's expectations should be enumerated. This should be done clearly and thoroughly for all to understand. Guidelines for operating under such a philosophy need to be provided.

Few have a clear understanding of the precise role, responsibility, and relationship within the library's management structure of the administrators, the principal library groups (the library faculty, the support staff, the Library Council, the Staff Association), and committees. Formulation of a definition of roles and responsibilities of these groups should be given priority during the implementation process.

There should also be a speedy determination of the way in which the library and its units are to be organized for the foreseeable future. The uncertainties surrounding the semi-permanence of the present organizational structure are distracting and a cause for concern among some of the staff. If full energies are to be devoted to the library's primary purpose of service, a degree of structural stability must be achieved.

Planning Planning in its broadest sense is an area much in need of attention in the library. For the most part, formal planning, particularly of a long-range nature, has not occurred. Such matters as a new building, a new automated system, the availability of new positions, the necessity of a new organizational structure, have prompted some thought, have resulted in some discussion, have been prepared for to some degree. But this type of specific planning has been done in isolation, and very often in haste. No real mechanism for planning exists and coordination between library and university planning, library and unit planning, and unit and individual planning is very much lacking. It appears that most of the planning that goes on in the library occurs because it is unavoidable or prompted by pressure rather than by a recognition that long-range planning is essential to a healthy institution.

The reports indicate that there is need for comprehensive planning in all areas, including budget, collection development, facilities, automated systems, staffing, and services. Library planning has to occur within the context of university plans. It must be guided by clearly articulated goals and objectives. Budgeting must be based upon established plans instead of planning being done in response to a budget. The library administration must realize that planning is among its most significant responsibilities. Furthermore, the planning function, while benefiting from the expertise and input of many, cannot be delegated by the administration, since guiding and directing the library means setting forth and coordinating outlines for its future. If the primacy of planning is acknowledged and acted upon by the administration, and if a mechanism for developing, evaluating, and coordinating plans is established, the difficulties encountered during the past ten years will be avoided and the library will be more successfully able to determine its future.

Personnel Perhaps because they most directly affect the individual staff member, concerns relating to matters of personnel were especially in evidence in the study. The reports are replete with suggestions for

improving personnel procedures and for standardizing employment practices. The administration is urged to put into writing and formalize policies and procedures having to do with job descriptions, recruitment and hiring, evaluation, salaries and benefits, promotions and transfers. The necessity of an orientation and training program for new staff (and periodically for old staff also) is seen as particularly important. Designation of responsibility for this function and clarification of the roles of individuals and groups in such a program is required.

Centralized coordination of all personnel activity by one administrator is strongly recommended. The growing size of the staff coupled with the complexities of dealing with such matters as legal requirements, affirmative action plans, evaluation systems, staff development programs, and reward structures, demand more than the random attention of both administrators. Personnel should be assigned as the primary responsibility of one individual.

Staff development is another area very much on the minds of those contacted during the course of the project. Opportunities for training, advancement, and personal development through continuing education programs, in-house seminars, attendance at workshops and conferences, guest lectures, and a number of other means were suggested during interviews. A planned program which utilizes library, campus, community, and professional resources should be formulated and put into action as soon as possible. Such a program would do much to assure a satisfied and motivated staff.

Cataloging Among the most difficult and vexing of problems to surface in the library in recent years is the dissatisfaction, unrest, and conflict which have been apparent in the Cataloging Unit. While the influx of new personnel seems to have improved the situation somewhat, there is still evidence of poor communication, suspicion, and antagonism of some individuals and groups towards others in the unit. To be sure, many of the problems have their origin elsewhere. Many are rooted in the organizational, planning, and personnel inadequacies covered above. At the present time participative management in the unit is unclear, supervisory authority and responsibility have not been assumed, and leadership has been slow in developing. Formed from two departments which had highly centralized and tight supervision, the unit now has decentralized authority. The new automated cataloging system which radically changed the work methods of the unit was initiated during the period of organizational change and upheaval, and complicated matters further. Unresolved conflict involving supervisory styles, respective roles of librarians and support staff, delegation of duties, and personality clashes have continued to the point where little unit loyalty can be said to exist and work is being affected. The cataloging backlog, once insignificant, now has become a cause of concern throughout the library.

In citing these problems there is no intention to lay blame or assess responsibility. Suffice it to say that the situation is complex and the reasons

for it are many. It is essential that these difficulties be pointed out, however, if any review of the library is to be comprehensive. A study of the library that ignored serious problems in one of its most important units would be remiss indeed. But of more importance than enumerating problems is attempting to solve them. If the foregoing suggestions in the areas of organization, planning, and personnel (and those in the task force reports) are followed, the unit will be well on the road to solutions.

Additional attention to Cataloging will also be necessary. The administration will have to play a more active role in the resolution of conflicts in the unit and aid the cataloging staff in its organizational and interpersonal difficulties. There must be greater involvement in the day-to-day operations of the unit and better knowledge on the part of the administration of the tasks and responsibilities of each of its members. Such attention will be time-consuming and no doubt come at the expense of some other units or programs. But the entire library will ultimately suffer if the problems are not acknowledged as serious and dealt with decisively.

In seeking to help the unit the attainment of better and more open communication, particularly between the librarians and support staff, should be given priority. While not resolving all of the issues, the development of open communication, and hopefully some trusting relationships, will go a long way toward helping the situation. Serious consideration should be given to the use of skilled consultants, from the campus and elsewhere, to assist in this area.

In many ways the problems of Cataloging are symptomatic of ills found throughout the library. In other ways, Cataloging's difficulties are peculiarly its own and are unrelated to any others in the library. The success of the library in the next few years will depend in large measure upon how well the problems prevalent in this unit are handled.

Collection Development The fifth area of principal concern that became evident in the study was one that was probably obvious to most individuals before the analysis was undertaken: the library's collection development program is weak and in need of serious attention. There has been no policy in this area and the librarians have admittedly taken little initiative to assure a balanced collection relevant to the university's curriculum. Perhaps such neglect was inevitable with the rapid growth of the university and its library. But a stage has now been reached where responsibility for the collection must be placed squarely upon the shoulders of a professional staff trained and competent to assume selection duties. The library has depended greatly upon the classroom faculty in building its collection. Their assistance will continue to be essential, but it is clear that achievement of a level of library excellence will not come about without an aggressive collection development effort led and coordinated by the librarians. The library has taken steps in this direction. The hiring of reference bibliographers in a number of subject

areas, the freeing from some administrative duties of other librarians so that attention may be devoted to the collection, and the formation of a collection development group are significant in this regard and bode well for the future. The collection development group should be certain to assure that sufficient time is devoted to this important responsibility and that other work does not impinge upon one of the most important of library professional activities. This may require the allotment of a specific portion of time to collection development responsibilities.

In the consideration of methods of building a strong collection, attention should be paid to such things as cooperative acquisition programs, the use of the skills of other staff who are not members of the collection development group, relationships with the classroom faculty, and the format of the collection. These and other areas will be of increasing importance as the library grows and its collections expand.

It is recognized that four of the five areas identified as of paramount importance in the study are internal and operational in nature. The study was structured in such a way that only one of the four task force investigations had services as its specific focus. Nevertheless the improvement of services to the university community was the underlying basis of each survey, interview, analysis, and report done by the various groups. While it is true that much of the staff's efforts have been expended looking inwardly, this occurred only so that their attentions could later be better directed outwardly. The study recommendations, when implemented, should certainly allow that to happen. And a better library should be the result.

STUDY TEAM RECOMMENDATIONS

Organization and Management

1. By February 1, 1977, the director of the library should prepare a statement on participative management which adequately explains this managerial philosophy and provides clear guidelines for its use within the Atkins Library. The statement should recognize the necessity of supervision and specifically address the role of the supervisor in a participative scheme.

2. No later than the end of the 1976/77 academic year, the roles, responsibilities, and relationships of the various library groups should be defined. This should be accomplished by the various groups and coordinated by the administration.

3. By February 1, 1977, the organizational structure the library is to have for the foreseeable future should be determined and formalized. This should be carried out by the administration with appropriate staff input.

Planning

1. Library and unit goals and objectives should be reviewed and revised as necessary at least once a year.

2. At least twice a year, the library administration should have a formal meeting with the university planning officer to inform him of significant library plans and obtain from him university planning information.

3. New program plans and proposals with fiscal implications should be submitted to the administration by the units and by individuals no later than the end of each calendar year.

4. A priority list of new programs and program needs should be developed, periodically reviewed, revised, and utilized.

5. Budget orientation and training sessions should be conducted prior to the end of each calendar year for those unit personnel who will be involved in budget activity.

Personnel

1. The assistant director of the library should immediately be given responsibility for coordinating all library personnel matters.

2. All personnel policies and procedures should be formalized and set forth in a manual by the administration no later than the end of the 1976/77 academic year.

3. An orientation program for new staff members should be established by the administration no later than March 1, 1977.

4. A program for staff development should be formulated by the beginning of the 1977/78 academic year.

5. Recognizing the complexities of modern library management, it is recommended that the administrators take advantage of opportunities for formal and informal education in management theory and practice.

Cataloging

1. Deadlines for cataloging all library materials should be set and adhered to. The Cataloging Unit should determine these deadlines, and inform the rest of the staff of these deadlines by February 1, 1977.

2. The administration should meet with the Cataloging Unit no later than February 1, 1977 to discuss organizational and interpersonal difficulties

and the possibility of using training sessions, workshops, consultants, or other forms of assistance in the unit. A schedule of regular meetings between the administration and Cataloging to continue the initial discussions should be set up at the first meeting.

Collection Development

1. A draft of the collection development policy should be available for review by April 1, 1977.

2. Membership in the Collection Development Group should be open to any library faculty member wishing to participate in the group's work.

3. Members of the Collection Development Group should devote at least 25 per cent of their time to collection development activity.

4. The library administration should initiate discussions about cooperative programs, particularly of an acquisitions nature, with other academic libraries in the area.

THE UNIVERSITY AND ITS LIBRARY

The University of North Carolina at Charlotte The history of the University of North Carolina at Charlotte can be traced back to 1946 when twelve emergency college centers were established throughout North Carolina under the Extension Division of the University of North Carolina to absorb the influx of World War II veterans. The Charlotte College Center was the largest of these, and in 1947 when all but five of the centers were closed, it was larger than the other four combined, with 302 students doing freshman and sophomore work. Facilities were shared with Central High School near downtown Charlotte, and classes met at night, taking advantage of classroom space and accommodating students with daytime jobs.

When the University of North Carolina discontinued the emergency centers in 1949, the Charlotte Board of Education decided to continue the local facility as Charlotte College. The college was accredited as a two-year institution in 1956, and in 1959, when Central High School was renamed Garinger and relocated in a new building, the college expanded into the space vacated.

In 1961 Charlotte College moved to its present location on 1000 acres eight miles from downtown Charlotte. It became a senior college in 1963, and in 1965 it was designated the fourth campus of the consolidated University of North Carolina and renamed the University of North Carolina at Charlotte. In 1967 accreditation retroactive two years was granted by the Southern Association of Schools and Colleges.

Since 1972 the University of North Carolina at Charlotte has had its own board of trustees, which is responsible to the board of governors of the consolidated university. Local administrative posts presently include a chancellor, and vice-chancellors for business, development, student affairs, and academic affairs.

In the beginning university governance was accomplished through a general faculty with appropriate committees. By 1971/72 a new system had evolved which provided for a university senate representing all segments of the university community, and also a general faculty organization. There are two judicial bodies: a university court (under the senate) and a student superior court.

Enrollment increased steadily from 273 in 1947 to over 7,500 in 1975. Although by 1973 there were four dormitories, the student body is predominantly non-resident and only 5 percent of the 1974/75 enrollment represented out-of-state students. Twenty-five departments presently offer more than forty degree options for undergraduates. The first graduate program was instituted in 1969, and by 1974/75 254 graduate degrees were awarded. At the beginning of the 1976/77 academic year, the total number of graduate students was larger than that of the freshman class.

The 1975/76 faculty numbered 353 full-time and 121 part-time members, a 300 percent increase in ten years. Fifty-seven percent hold appointments at the rank of assistant professor or instructor, an indication of the relative youth of the academic staff.

The university budget for 1975/76 was $14.6 million, eleven times that of 1965. Generous support from the private sector has been consistent throughout the institution's history. The physical plant of the University of North Carolina at Charlotte was valued at $37 million in 1974.

The J. Murrey Atkins Library As the institution has been transformed from an emergency center to a full-blown university, the Library has undergone massive changes.

// The Staff //

The first full-time librarian was appointed in 1957 and a second full-time staff member in August 1961 when the Library moved to the new campus. The full-time staff numbered 14 in 1965/66 and by 1974/75 it had grown to

43.5, of which 15.5 positions were filled by librarians. Perhaps typical of an emerging university, the staff can be characterized as youthful with high educational level and interest, but at the same time, inexperienced. The majority of the librarians and support employees have joined the staff during the last five years.

As the staff grew, it also organized, beginning with a staff association formed in 1969. The Library Faculty was formally organized in 1974 (although librarians have had faculty status since 1965) and the Support Employees Association was established the same year.

// Administration, Organization, Governance //

There have been three head librarians at the University of North Carolina at Charlotte: Mrs. Mozelle Scherger, who remains on the staff as a reference librarian, was appointed in 1957; James D. Ramer (1964-67); and the present director, Joseph F. Boykin, Jr., acting head librarian (1968-71), and director of the library (1974-). In January 1974 an assistant director, Jordan M. Scepanski, was added to the administrative staff.

Within the university administrative structure, the library through the director is responsible to the vice-chancellor for academic affairs. The director is a member of the academic council which consists of the campus' deans and directors. The library faculty elects a senator to the University Senate and a representative to the faculty executive committee. Librarians also serve on senate and faculty committees. A faculty advisory library committee, composed of representatives elected by the various colleges, meets regularly with the director to discuss and advise on matters of policy. Another faculty committee, a rare book advisory committee, was formed to assist in the formulation of a policy for developing the rare book collection and presently serves as an advisory body on all special collections with the exception of the university archives.

Until 1975 the library was administered within a fairly traditional hierarchical system. The public services/technical services organization of the early 1960's was split into reference, circulation, and technical services in 1967. A serials department was created in 1973 and the Technical Services Division as such was abolished. At the beginning of 1975 the library was made up of five departments: Acquisitions, Cataloging, Circulation, Reference, and Serials; and two units: Automation and Special Collections. Later that year following a proposal made by the director to restore the public/technical services divisions under a participative management philosophy, the library was reorganized on an interim basis into six units, each with a coordinator. The functions of the Serials Department were taken over by Acquisitions and Cataloging.

The director has met regularly with staff groups for advice, information and administrative decision-making. After its formal organization, the

library faculty was defined as a policy-recommending body advisory to the director, while a larger group identified as library faculty and department heads was charged with the implementation of procedures and policies. This larger group had met under various names since 1968. Following the reorganization of 1975, weekly meetings of the library council (unit coordinators, the presidents of the Library Faculty and the Support Employees Association and library administrators) replaced the semi-monthly meetings of the library faculty and department heads. Numerous ad hoc committees have been established by the library administration to perform specific functions.

Peer evaluation for librarians has been in effect since November 1974 and is carried out by the Library Faculty Employment Status Committee, which advises the director in making his annual recommendations for salary increments, promotion and tenure. This committee also participates in interviewing all prospective library faculty members and submits its recommendation to the director.

// The Building //

The first phase of a permanent library building was completed in August 1963 and the library collection was moved from temporary quarters into a facility which would house 130,000 volumes and seat 504 students. Almost immediately after the Atkins building was occupied, approval for an addition of 150,000 square feet was granted by the state legislature. The addition was occupied in August 1971 and consisted of an eleven-story tower and a three-story general services building with a book capacity of 350,000 volumes and seating for 1,300 users. Since the university's building program has not been able to keep pace with increased enrollment and expanding programs, two floors of the new general services building and most of the original Atkins building are currently being used for non-library operations. Between 1972 and 1974, some 240 reader seats were lost due to the relocation of library units and the expansion of various campus activities into the library. The library staff looks forward to the time when all space can be regained, even though this does not appear to be in the very near future.

// The Collection //

Because the University of North Carolina provided loan collections for the use of the Charlotte College Center students, no materials were purchased for the library prior to July 1, 1949. When Charlotte College was established, a small book budget was appropriated and by 1965, when university status was achieved, the library had a budget of $157,716 and a collection of 45,110 volumes. From 1965 to 1975 the collection expanded by 460 per cent to 207,536 bound volumes, and the book budget increased from $100,000 to $355,000.

Gifts have played a major role in the development of the library with between 2,500 and 5,000 gift volumes added annually. A leveling-off at

approximately 2,800 gift volumes accepted during 1974/75 is viewed as a result of greater selectivity now that the library has established a basic collection.

A rare books collection which emphasizes American studies in 18th century English literature, was begun in the 1960's with volumes acquired from a local book collector. By July 1975, this collection, supported largely by gifts of actual items and funds given by another local collector/benefactor, numbered 1,700 cataloged volumes. The importance of these materials to the library was recognized by the 1975/76 budget allocation of $5,000 in state funds for rare books.

The library was named a selective depository of the United States Superintendent of Documents in 1964, and by 1975 the documents numbered 70,122 pieces. An effort has been made in recent years to expand the collection of North and South Carolina state documents.

The library's collection has been further enlarged by its participation in the Public Law 480 Program and the American Library Association Duplicates Exchange Union. In 1973/74 Atomic Energy Commission technical reports issued between 1947 and 1969, and valued at $70,000, were received from the Public Library of Charlotte and Mecklenburg County.

The library has received, in addition, several other unique collections: a large number of travel slides, papers of several local literary figures, etchings of Giovanni Piranesi, and more than one hundred other works of art.

The archives of the university are the responsibility of the special collections librarian, and an active program of acquiring and organizing these materials was begun during 1975/76.

// Services //

In the beginning the library could offer only limited hours of service from 3:00 p.m. until the end of evening classes. By 1965 the library was open seventy-three hours, six days per week. Presently it is open ninety-two hours, seven days per week, with reference service available in two areas seventy-three hours per week.

Circulation figures for 1974/75 showed a 537 percent increase over a ten-year period, with an 800 percent increase in interlibrary loan transactions during the same period.

The library lends material to all members of the local community, although a refundable deposit is required from non-university borrowers.

The Reference Unit conducts orientation lectures and tours for student and other groups and has in recent years conducted many classroom lectures on the use of the library and bibliographic approaches to the literature.

// Operations //

As can be expected in a rapidly growing institution, the last decade has been characterized by change. The nature and size of the student body, the expansion of the curriculum and the addition of a new facility--all have had an effect on the library. Several major developments in various areas of library operations should be mentioned.

Beginning in 1964 and continuing until 1966/67, the library collection was reclassified according to the Library of Congress system. All library materials were classified according to this system, including audio-visuals which were later reclassified according to an accession number arrangement.

The Caroliniana Collection, formerly broadly defined and all-inclusive, has been re-defined and is presently restricted to reference materials pertaining to the Carolinas and material relating to business, industries, and government/municipal agencies of the Metrolina area.

Serials, organized as a separate collection from 1965 until 1971, have been dispersed and intershelved with the remainder of the collection, with the exception of periodicals which are given separate shelving even though they are completely classified.

The philosophy regarding the government documents collection has also undergone changes. Many of the items received on deposit are cataloged for the reference or general collection. In 1971, 150 cataloged document serials were returned to the documents collection. The desirability of cataloging any U. S. Government documents is still being questioned and some have urged that the collection be unified.

Although there have been formal requests for the establishment of an architecture library and for separate slide and phonorecord libraries, the library has been able to maintain a centralized collection. The one exception is motion pictures which are presently housed in and circulated by the learning resources center even though the library orders and catalogs these materials.

Interest in computerized systems has been evident especially during the last decade and the library has had its own computer programmer since July 1971. A periodicals and serials list was first issued in 1968, and the Baker and Taylor Automated Buying System was installed in July 1973. Computer-assisted cataloging was begun in June 1975 with the installation of two computer terminals connecting UNCC through the Southeastern Library Network to a data base at the Ohio College Library Center. Still another automated process in use is the 3M TattleTape system employed since 1973 to help curb collection loss.

After ten years of university status, the chance to participate in a pilot project for a self-study came at an opportune time. The library staff and administration recognize that responsible decision-making and planning must replace the experimentation of the past if the library is to operate with optimum efficacy.

THE LIBRARY'S ENVIRONMENT

Library services are influenced by numerous factors, both internal and external. The internal factors such as the organization of work and the manner in which funds are spent are largely within the control of the library staff. The library has limited or no control over such external factors as social attitudes, state appropriations, enrollment rates, and technological developments. The purpose of this environmental analysis is to identify the major external trends and developments which will most influence the functioning of this library in the near or intermediate future, and to examine the implications for this library in order to improve long-range planning. During the writing of this analysis it became obvious that there must be a continual review of the environment if the academic library is to participate effectively in university affairs.

In the past, environmental forces appear to have been of less importance to libraries because change occurred more slowly and was easier to predict. Historical trends were often a good indication of future developments; decisions could be based on past experience. This is no longer possible due to the rapidly changing nature of the environmental factors. If responsive, effective programs are to be developed, today's academic library

must be aware of fluctuating environmental forces and constantly engage in the analytic process.

Obviously, in the scope of this analysis, it will be impossible to consider and evaluate all current trends and developments. Therefore, we have chosen to examine only those trends which most directly and significantly affect our library programs. First, we will look at prevalent social attitudes, at educational and economic trends in North Carolina and their effects on this university, and at technological developments presently in evidence or likely to occur in the near future. Later, the implications of these factors for our library will be set forth.

Trends and Developments: An Overview Educational, economic, social, and technological developments, both nationwide and in the state of North Carolina, will certainly have a significant impact on the university and its library. While it is difficult to assess the full extent of this impact and to determine with any precision how our institution will be affected, it is important that notice be taken of certain developments and trends and that these be incorporated into the planning process.

Despite recent encouraging signs in the economy, few observers foresee a recurrence of the affluent times of past years. The recent recession has dampened optimistic expectations of economic development and it no doubt will continue to influence our thinking. The nation is adjusting to a slowing-down process. Perpetual growth and "progress," taken for granted by businesses and universities alike only a few years ago, can no longer be considered certain as our natural resources are depleted. The American standard of living is being questioned. Social problems and community responsibilities are receiving increased attention as individuals weigh the quality of life against the quantity of goods.

In this atmosphere, education is being viewed as a personal, long-term, on-going process to be engaged in for its implicit value to the individual, yet at the same time there are many who see it as an occupational vehicle. There is the recognition that individual job skills need to be improved and many individuals, on their own initiative or at the urging of their employers, are looking to educational institutions for this renewal. The expansion of stimulating, fulfilling jobs has not kept pace with the education of the population, and dissatisfied workers, bored with dead-end jobs, are returning to universities in mid-career in search of professions that will satisfy their needs for fulfillment. Students, including minorities and women, are demanding relevant programs in our colleges. People also expect the local college or university to supply activities for their increased leisure time. These varied factors are causing a constant shift of interest between the liberal arts and occupationally-oriented academic programs. Conflicting interests and demands of the federal government, state agencies, the private sector, faculty, and students pose special problems in determining priorities. Federal laws have created

affirmative action plans which affect the hiring of employees and the recruiting of students. Universities are in the ambivalent position of contributing to the problems of unemployment by producing large numbers of graduates, while simultaneously being asked to provide solutions to this problem and other societal difficulties.

Economic reality has led our educational institutions into grudging cooperative arrangements. The recognition that sharing of resources is necessary for survival will make consortia, networks, and various other cooperative arrangements increasingly attractive to our colleges and universities. Recommendations of the Carnegie Commission on Higher Education and the National Commission on Library and Information Sciences have particular relevance here. Cooperative sharing previously unheard of is being viewed by some as not only a likelihood but a certainty.

Instructional technology will be of major significance on the university scene in the next few years. Innovative teaching methods are already being integrated into the curricula and this trend will continue to grow. The development of learning tools such as cable television and the increased availability of educational materials in videodisc, videocassette, and other formats will result in better and more flexible learning situations not only in the classroom but also in the library, the dormitory and, at home. At the present time, cost is the main barrier to wider acceptance of this new technology. Further development of these instructional devices and the expectation of an expanded market for them should bring the technology into a price range affordable by many. By the end of the decade, there will also be major improvements in the quality and availability of microforms, thus increasing their use.

Computers in universities have already become indispensable for everything from administrative applications to individualized instruction. Handling vast amounts of information quickly and efficiently, present systems have greatly improved management reporting and the decision-making process, and have allowed a reduction in the number of workers involved in repetitive operations. Opportunities for additional applications of computer technology to a host of instructional and supportive areas await the commitment of the necessary financial resources by our educational institutions.

Trends and Developments: UNCC

// Educational //

Contrary to national trends which indicate a leveling off of enrollment in institutions of higher education due to a decreasing birth rate and other factors, enrollment at UNCC has been increasing. It is expected to continue to rise during the next five years at an annual rate of 4 to 6 percent resulting in a full-time equivalent student body of 11,000 by 1980. The percentage of commuter students is likely to increase from the present 75 percent to

approximately 82 percent during this period. As Metrolina continues to develop as a major urban area the enrollment will continue to increase, but after the peak in 1980, the rate of increase will drop to 3 to 4 percent annually.

However, even as these predictions are being made they are becoming dated. For example, in January 1976, the number of applications for admission in the fall of 1976 rose dramatically over those of the previous year. The increase may be due in part to the economy which is forcing students to live at home and commute to a state-supported institution. Some of the branches of the UNC system are beginning to limit enrollment. This may be a factor contributing to the additional applications to UNCC, which does not at this time face such a limitation.

With enrollment continuing to rise, UNCC has been able to expand several program areas and place additional emphasis on graduate education and related research areas. During the next five years it is anticipated that there will be five major modifications of existing programs. Twenty-two new programs or majors not offered at the present time are planned. Bachelor of arts degree curricula which have recently been approved or are in the planning stages are: Afro-American/African studies, anthropology, community and metropolitan planning, earth science, liberal engineering, and human development and learning. Masters degree programs are being developed in architecture, creative arts, criminal justice, engineering, language and literature, geography, mathematics, nursing, urban administration, psychology, and social relations. By 1980 the university plans to consider a doctoral degree in human development and learning and expects to give serious consideration to doctoral programs in the other areas as demand for advanced degrees grows.

UNCC has recently begun to stress innovative approaches, particularly in areas such as architecture, creative arts, and human development and learning. These, together with the honors program, emphasize independent study and research. Interdisciplinary, interdivisional, service-learning experience is offered through a communications program, an international studies concentration, a program leading to the Master of Community and Metropolitan Planning, Venture, and an internship program in community education.

The university has addressed urban problems and community service through the Institute for Urban Studies and Community Service, which was organized in 1970. Courses to meet the expressed needs of citizens for educational services have been tried. A learning society of people of every age group is envisioned with degree credit and non-degree credit programs being offered on and off campus.

The University Research Park, located on land adjacent to UNCC property, offers the opportunity for mutual benefit to members of the university and to agencies and industries of the community and state. Research and consulting services are expected to be used by both groups even more extensively in the future. UNCC offers education, training, and facilities for present and future employees, while local industries provide a source of highly skilled and talented individuals as teachers and resource people.

The existence of the Charlotte Area Educational Consortium provides many opportunities for UNCC to enter into cooperative relationships and joint ventures with nine other participating institutions in the area. Although current sharing is on a very limited basis, it is expected to increase during the next five years as technological advances make increased amounts of information and services available and economic factors discourage the duplication of materials and services.

In 1972 the libraries of the sixteen branches of the University of North Carolina and Duke University entered into a cooperative lending agreement whereby faculty and graduate students could borrow materials directly from the participating libraries. At present an extension of these privileges to undergraduates is being considered in an effort to share resources.

// Economic //

The responsibility for funding the university system rests entirely with the state although additional funds are received from other sources.

The state funds the university's libraries directly. An individual school can increase library monies by making funds from other areas available, but it cannot remove those allocated by the state. The Atkins Library's percentage of the total UNCC budget for education and general purpose has averaged 9.4 percent over the past ten years, but even with this generous funding, it has been hard pressed to keep up with the growth in enrollment which has increased 4.5 times in ten years. During this time the number of library volumes per FTE has fluctuated between a high of 53.7 volumes in 1967/68 and a low of 31.7 volumes in 1972/73. The present number of volumes per FTE is 37.1, significantly lower than the most recently reported national average of 51.7. There is cause for concern that the FTE average volume count could decline.

This concern is generated by such developments as last year's overestimation of state revenue which resulted in a cutback in the state budget. In light of this the library may find even its present level of funding reduced. A cut in the library budget might mean not only a reduction in the book and serial budgets but also a limit on equipment purchases and a freeze on hiring.

The reduction in state revenue is already evident in the university system as a whole, at UNCC, and in the library. To illustrate: the university

system has a present enrollment of 92,000 FTE students but the state has provided funding for only 87,000 of these; although it is acknowledged that UNCC requires additional faculty positions for its present enrollment, none of these positions has been funded; the library was to be given $266,000 in "catch-up funds" each year for four years, but in the second year those funds were cut to $170,000. The state legislature is closely examining the budget, requesting justification for items previously funded without question. These circumstances could mean a serious setback in the library's struggle to offer adequate service.

Another source of funding is the federal government which generally favors student aid over direct institutional support. The university receives federal funds in the form of National Defense Student Loans, Basic Educational Opportunity Grants, work-study monies, and grants for specific purposes. The library is indirectly a recipient of some of these funds through its use of work-study library assistants.

The library also applies directly to the government each year for a Title II-A College Library Resources Program grant. In 1967/68 this amounted to $57,783, most of which was specifically designated for purchase of audiovisual materials. In other years the grant has amounted to less than $10,000. Funds from this program have been declining each year as more libraries become eligible to apply.

A final source of funds is gifts. It is difficult to estimate the amounts which can be anticipated from various contributors but the condition of the economy would seem to suggest a decline in this area also.

The overall funding picture while discouraging is not hopeless. The library, in cooperation with the university administration, must carefully assess its priorities and adjust its budget where it has the flexibility to do so. Historically, support for higher education has had a high priority in North Carolina and it is hoped that with an increase in revenues that priority will be reestablished.

// Technological //

The impact of technological developments nationwide is being felt in a number of ways at UNCC. The academic departments are utilizing computers as instructional tools, and demand for computer facilities and time at the university has jumped dramatically. The installation of a new Burroughs 6700 in the spring of 1976 offers increased instructional opportunities and in addition is expected to perform a wide variety of administrative tasks which could not be done with the previous hardware. It is anticipated that the new facilities will be extensively used by the library. A commercially packaged automated purchasing system has been on the university's computing facilities for some three years and with the new computer, there exists the real possibility of an on-line inventory-type

circulation system. A computerized catalog of library holdings accessed through terminals located throughout the library is more than within the realm of possibility. And it is not far-fetched to visualize terminals in the library used by students for direct interactive contact with computer instructional programs.

Through the Ohio College Library Center, the Southeastern Library Network (SOLINET) offers opportunities for automating most of the technical services functions of the library, ranging from the present shared cataloging capabilities to serials check-in and claiming and interlibrary loan acquisition. Plans for expansion of SOLINET and for cooperative networking throughout the country make increasingly real a largely automated technical services unit at the Atkins Library.

Access to specialized computer data bases are an existing reality and as better means of sharing costs and resources are found, this access will expand. The searching services provided by the North Carolina Science and Technology Research Center are being utilized at UNCC and the possibility of a medical literature retrieval system for the library is being investigated.

The use of audiovisual materials at the university has grown enormously in the past years and unabated growth in this area is expected. Phonodiscs, transparencies, films, filmstrips, kits, pictures, and games are all acquired by the library, and there is every indication that an instructionally innovative faculty will demand more of these and others as well. The campus's learning resources center currently provides a production operation to support the instructional program and has plans for continued expansion and use of its television facilities.

Microform technology offers an answer to the question of efficient space utilization. More and more serial titles are being produced in microform, monographic collections are available, and back runs of periodicals are being converted. If development of good readers and printers can keep pace with the rapid expansion and availability of the materials, microforms will soon be a more significant part of the library's collection.

Implications for Atkins Library The process of analyzing the environmental factors which affect the university and the library has emphasized the need for on-going mechanisms to identify and analyze current trends in order to insure that the library is aware of new developments which can affect library programs. It has indicated the need for a specific person or persons on the library staff to monitor changes on a continuing basis so that library programs are kept responsive to faculty and student needs and expectations. The following implications are based on the preceding analysis and are by no means exhaustive. They are grouped in three areas for easy reference but in many cases they are interrelated.

// Educational //

The library needs to provide services and resources for a growing student body which will continue to be predominantly made up of commuters.

The collection should reflect the balance between the liberal arts and occupationally-oriented programs of the university. The library staff should be in close touch with the academic programs of the university in order to build and maintain a collection which can support these programs.

The library must provide specialized collections and services to support new graduate programs. The use of subject specialists can provide the expertise to develop the required collections and to provide the in-depth service required by graduate students.

The library should develop collections and provide services which reflect the increasing emphasis of university programs on interdisciplinary, interdivisional, and independent study. In addition, it should develop collections which will support the programs of research directed toward solving problems relating to the environment and urbanization.

The library needs to support and encourage cooperation among libraries in the state and in Metrolina. This library should take the lead in Metrolina and actively pursue inter-institutional cooperation in order to share resources.

As the university expands its continuing education programs and courses beyond the campus, the library will need to investigate methods of supporting satellite centers. Examples of such methods can include mini-collections at the site, arrangements made with nearby institutions, and pick-up and delivery service from the campus library.

With the university's commitment to the community, the library must consider ways to expand services, e.g., specialized research services for businesses, the professions, and the public.

The library should develop effective channels of communication with those components of the university which develop programs of instruction, research and community service in order to insure that the library is responsive to university needs. The faculty advisory library committee should be encouraged to be an active group serving as an effective link between the library and the university community.

// Economic //

The library should participate effectively in university efforts to develop and utilize additional sources of financing, including both private and public sources. Because of the rapid expansion of information and the increased costs of material, equipment, and facilities, the library must work closely with the university's top administration in budget planning to develop

a sound budget related to university program plans. Additional specialized staff and facilities will be needed and the library will need to be organized and staffed to achieve maximum productivity in the use of personnel and mechanized and electronic aids.

The library must utilize management techniques which will improve efficiency and effectiveness and should develop acceptable standards for measurement and accurate statistics as a basis for evaluating cost-effectiveness of library operations.

Library facilities should be planned and operated to maximize their use. The library must investigate the use of microforms to reduce cost and storage space as facilities become more expensive.

Increased emphasis on selectivity in collection development must be achieved as prices increase and funds are reduced.

// Technological //

Emphasis should shift from information processing and storage to information retrieval and use. The increased availability of materials and the growing demand by faculty and students that the library provide specialized service will require the continued education, training and development of library staff.

Technological advances will require and make possible better techniques for instructing patrons in the use of library resources.

As instructional technology is improved the library must expand beyond its "book-image" and supply more audiovisual materials and equipment to its users. The library must also coordinate purchases and activities with the learning resources center in order to avoid costly duplication.

The library must investigate additional computerized systems which can work with the systems already in use to provide improved services and to reduce repetitive tasks, thereby freeing staff for other duties.

LIBRARY GOALS AND OBJECTIVES

As part of its overall review of the library, the ALDP study team undertook a consideration of library goals and objectives: their existence, their quality, their compatibility with university statements of mission and goals, and the procedures for their review, change, and adaptation. Aside from a general listing of aims set forth in accreditation self-study reports, no written formal statements of goals were uncovered during the team's review of historical documents. While the library was no doubt guided by the unstated or informal goals and objectives of individuals and groups, it appears that the first real attempt at formulating a set of goals that were to be written, broad-based, and widely-accepted came in 1975 with the appointment of a staff committee by the library faculty. The team concerned itself with the document drafted by this committee, a formal statement of library goals. (See Appendix C.) No attempt was made to determine what the informal or unstated goals of the library are. It is assumed, for now, that upon approval by the appropriate individuals and groups, the formal written goals will supplant all informal or unstated goals, or at least take precedence over them.

Examination of Goals and Objectives The study team made no assessment of the extent to which present library programs are directed at achieving goals. This important aspect of goal review must take place, but since informal and unstated goals were not being identified and the formal, stated goals were still unapproved, such an assessment was not possible at this time. The study team restricted itself to a consideration of the draft document and to the development of a procedure that would allow for regular review and establishment of library and unit goals. The team's task was somewhat complicated by the uncertain status of the draft document and it was finally decided to make comments and offer suggestions that, while focused on the committee's product, would be useful in considering any statement of goals. The team makes no recommendation concerning disposition of the committee's draft. The following suggestions are seen as means for improving it.

In examining any statement of library goals and objectives consistency must be taken into account. Are the goals compatible with university goals? Do they complement one another? Do the objectives follow from the stated goals? Are the objectives compatible with one another? The team experienced some difficulty in comparing university goals with those of the library because of the general nature of the former and because they were still in a draft stage, but it was concluded that the library goals fit into the recently prepared statement of goals for the university and therefore were externally consistent. The goals set forth by the staff committee also appear to complement each other, neither overlapping nor conflicting. They are internally consistent.

Turning to the objectives which are listed under the individual library goals the team found that, while complementing one another, on occasion a stated objective had no direct relationship to its parent goal. An example of this is to be found under Goal 2: Organization of Materials. The goal states that "The library's collections shall be organized in a manner that will facilitate access by all users." Objective 3 does not appear to follow directly from the goal. It says: "[to achieve this goal the library shall] Maintain materials in good physical condition through an active binding and preservation program." Maintenance of materials (the objective) is not directly related to the organization of the collection (the goal). To make the two consistent, changes in either or both will be necessary.

Library goals should attempt to recognize and articulate priorities. There should be some indication of relative importance so that the goals can be useful as guides for action. For example, a goal on services might include some priority for services to various types of users by making a statement such as: "primary emphasis will be placed upon service to UNCC students." The goals in the committee's draft document do not deal with priorities in as specific a manner as this.

Standard criteria for evaluating objectives include determining if they are measurable and attainable. Setting objectives that cannot be attained frustrates the efforts of those using them and may bring about a disregard of other more attainable objectives and goals. Secondly, if an objective cannot be measured, it is difficult to see whether progress is being made toward achieving it and it may be impossible to know when the objective has been realized. In general the study team found the objectives listed in the draft document to be attainable, but many were not measurable. For instance, Objective 1 under Goal 4: Delivery of Service indicates that "[the library shall] Provide continuing instruction to patrons in the effective utilization of the library ..." In attempting to realize this objective one is given no benchmark or criterion by which to gauge progress, and achievement of the objective is a matter of opinion rather than measurable fact. A measurable objective might indicate how and to what extent instruction was to be provided. For example: "The library will conduct sixty classroom lectures during the 1976/77 academic year." In this way the library is able to determine if progress is being made and if adjustments in its programs are necessary, and at the end of the year will know if the objective was attained. The objectives drawn up by the committee should be reviewed to determine whether they are all measurable.

Library objectives should also specify time requirements (the instructional objective above does this by stating the lectures will be carried out during 1976/77), and include both short-term and long-term projections. An example of a projection for the instructional goal above would be: "Number of classroom lectures provided will increase at an annual rate of five percent over the next five years." Examining the draft objectives under this criterion the team found no time requirements or projections.

Other questions that have to be asked in considering goals and objectives are: Are the goals understood and accepted? Are the objectives? Are they being used, i.e., are policies and programs developed in order to accomplish the goals and objectives? Do they cover the appropriate areas and are they sufficient in number? Are they regularly reviewed for updating and for necessary changes? With the library staff in the midst of developing a statement of goals and objectives, the study team felt it could not answer most of these questions at this time. The team does, however, have a suggested procedure for the review and establishment of goals and objectives on both the library and unit levels.

Periodic Review of Goals and Objectives If the library is to have current and meaningful goals with which to direct itself, the guidelines set forth in the preceding section will have to be used in a regular and systematic fashion. A re-evaluation of goals with appropriate adjustments and changes will be required periodically in order to accommodate changing purposes and directions, shifts in emphasis, and the development of new programs by the university. To accomplish this end, the study team suggests the following procedure for annual review of library and unit goals and objectives.

// Procedure //

In September of each year an ad hoc committee on goals and objectives would be appointed by the director. The team believes that a small number of individuals, perhaps three, could accomplish the goal review more effectively within the recommended time period than could a larger group. Since the library is made up of a variety of groups and individuals, and is dependent upon all of these in fulfilling its mission, care should be exercised in selecting a committee whose membership is respected and accepted by the staff at large. Members should be chosen on the basis of their knowledge of goal development, their understanding of the methods of goal evaluation, and the skills and interest necessary to prepare a statement acceptable to the library and its community.

The committee should be charged with reviewing present library goals and objectives, determining the extent to which they are being realized, recommending changes, suggesting new goals, deleting outdated ones, and providing guidance in the development of unit goals which will be building blocks for achievement of library goals.

The committee would inform the staff that it is conducting a review of goals and objectives and ask the units to examine or begin establishing goals and objectives on the unit level. Particular consideration should be given by the units to their goals and objectives which might suggest alterations in or additions to those of the library.

The committee would review materials relevant to the development of goals and objectives such as the guidelines and publications prepared in connection with ALDP (see Appendix D) and the Management Review and Analysis Program, by the Association of Research Libraries, Association of College and Research Libraries, or other organizations and individuals.

Focusing on overall goals and objectives and dealing with substantive concerns, an active interchange between committee and units or individuals would take place so that the committee could obtain the general views of the staff and any others concerned. This interchange could take the form of hearings but allowance would be made for acceptance of written statements from any group or individual. At this point the committee would consider the extent to which the library programs and projects are aimed at achieving the previously developed goals.

The committee, utilizing any existing documents, the input from the staff, and university statements of goals, would draft library goals and objectives.

The draft statement would be distributed to the staff and to other appropriate individuals and bodies, accompanied by a memorandum indicating the guidelines under which the committee operated, why certain suggestions

were not included, considerations in preparing the draft, etc. As part of this memorandum the committee would report its findings on the utilization, understanding, and acceptance of existing goals. Formal hearings focusing on the draft would then be held, giving all an opportunity to comment.

The committee would then prepare a final document which would be submitted to the director for approval by the appropriate individuals or groups. The units would be asked to compare their goals and objectives with those of the library and make such changes as are necessary. The unit statements would then be reviewed by the committee to assure consistency with those of the library.

It is recommended that the committee begin its work on the first working day of October, and go out of existence on the third Friday in November.

The study team believes that continuing attention to the goals of the library throughout the year would make the annual review a relatively uncomplicated process which could be carried out without great trouble or delay.

ASSESSMENT OF LIBRARY NEEDS

Assessment of library requirements and of the desires of the university and the library staff took two forms during the study. First, to get the viewpoint of the staff and to obtain its collective recommendations for improving the library efficiency and effectiveness, a series of brainstorming sessions were conducted. Second, the university community was asked to participate in a library user survey (see Appendix E) which was constructed to gather information such as the user's image of the library and how successful the library is in meeting the needs of the university community. The library staff also took part in this survey, and the results were separately tallied.

Brainstorming - The brainstorming sessions were carried out by study team members meeting with each of four groups (primarily work units) to collect as many suggestions as possible in a two-hour period. A written record was made of the needs expressed in each group and immediately following the session was arranged into broad topical categories. Subsequently, the detailed lists of needs from each session and a list of needs submitted by the director were discussed and evaluated.

The needs and ideas represented all types: needs of individuals, needs of units, and needs of the library as a whole. These were arranged according to priority (importance and number of times mentioned), person or group to whom the need should be directed, and classification (such as personnel, services, administration). In assessing these needs and arranging them for further development and analysis, it was logical to assign certain easily-solved and/or obvious needs to those individuals or groups which could deal with them. Examples of needs both simple and complex which were communicated to individuals are:

> "Name a back-up contact in the Computer Center when the library's computer programmer is unavailable."
>
> "Communicate hiring procedures to the staff."

Various existing committees or organizations were also seen as the implementers of change in such areas as the developing of a staff orientation program (Staff Association) and the revamping of the periodicals and serials list (PASL Committee).

Broad areas identified in the brainstorming sessions which were applicable to the concerns of the task forces then being formed were included within the charges given these groups. Each task force was also furnished detailed listings of the needs expressed by the staff to be used as possible targets for investigation.

Areas of agreement (based on the number of times the same need was stated) were numerous and seemed to focus on administrative and management problems. Lack of understanding of participative management was evident even though it is presumably being practiced currently. In each brainstorming session a request for clarification of the concept of participative management was made. There was also a widely-expressed need for definition of the role of each of the library's chief administrators. Other problems directed to the administration ranged from such items as having the windows washed, to analyzing the documents situation, to formulating a statement of university policy regarding audiovisual materials.

There was expression of serious dissatisfaction with the library building. Effective control of the library's climate was a universally expressed desire. It was recognized that many of the difficulties with the physical plant cannot be solved without additional floor space, but some problems relating to facilities can be dealt with easily. For example, it was felt that better directions could be given to the locations of hard-to-find-but-important areas such as the reference desk and the entrance to the stack tower. Rearranging within the available space with an eye to relocation of public service areas should at least be considered. Many of the suggestions might be used in planning for the reoccupancy of the old Atkins building or for any future new building or addition.

Personnel was another important issue in all of the brainstorming sessions. Improved hiring practices and better utilization of existing personnel, the need for a personnel officer, and clarification of roles were all given high priority. Lack of knowledge of what other people are doing, what they are supposed to be doing, and sometimes even what the individual himself should do has created serious problems. Staff members feel the need for written policies and procedures to clarify roles and simplify the training of new personnel. Also, evidence of misunderstanding of the processes involved in the work of other units hints at a need to introduce everyone to the overall operation of the library, and to disclose some of the constraints placed upon the library in certain areas (such as the procedures for hiring). Another widespread concern was the time consumed in meetings. The staff seems to feel the infringement on work time as a growing nuisance. However, they feel that meetings could be more productive and efficient, and if so, they would welcome more involvement in decision-making and policy formulation.

Still another significant area discussed was services. The addition or improvement of some (but not all) services hinges on additional funds and staff. However, it may be found that some service needs can be handled easily as, for example, adding directional signs or simply communicating problems to the appropriate units.

Some views expressed were in opposition to each other, sometimes within the same group of participants. An example is shelving locations for periodicals. Some favor intershelving all periodicals with the rest of the collection, while others spoke for keeping them separated. In another instance it was suggested on one hand that documents and reference be combined into a single reference service, and on the other that all documents be made a separate and distinct collection. Further, someone expressed a feeling that too many people are involved in the hiring procedures, while another said that additional support staff should take part in the process.

Of course, not all suggestions were usable. Some were obviously frivolous, and some were "blue sky" types; others, while worthy of consideration and feasible, had to be categorized as unlikely because of the expense involved. Most staff members seemed to take seriously the opportunity to make suggestions, and at the same time enjoyed the exercise. There were requests from some that further such sessions be held. The number of suggestions which were determined easy to implement indicates that a mechanism for cross-exchanges of this sort should be established.

User Inquiry The user inquiry was distributed to each faculty member and dormitory student. Other students received the questionnaires at various distribution points on campus. Seven hundred and forty-nine persons responded to the inquiry, of which 611 were students, 109 were faculty, and 29 were library staff members.

The inquiry consisted of three parts: (1) an image survey; (2) an importance/success section; (3) a survey concerning new services. Although there was no separate "comments" section on the form, users were asked to make remarks at the end of the questionnaire if they wished. All comments thus acquired were transcribed separately. The image survey queried the user's attitudes toward the university, the library and the library's services, collection, and facilities. The importance/success section asked the user what types of library needs were most important to his work and how successfully the library was meeting those needs. The survey of new services asked for an indication of which potential new services were considered most important. In providing for comments the user was given the opportunity to express freely how he felt about the library.

The results of the user inquiry were heavily relied upon by the task force which investigated library resources and services, and by the study team. Detailed descriptions of the information garnered are found in the task force report.

PART II

TASK FORCE REPORTS

MANAGEMENT STRUCTURE AND PROCESSES

Introduction The Task Force on Management Structure and Processes was charged with examining the policy, planning, budget and organization of the library.

In fulfilling this charge sixty-one interviews were conducted among thirty members of the staff. Sixty per cent of the staff, including both librarians and support personnel, and new staff from every unit were interviewed. The interviews were structured to solicit honest and open opinions and to determine how the staff perceived the various management areas. A special effort was made to identify problems that heretofore had not been dealt with directly. The description of these problems presented some difficulties. An attempt was made to deal constructively with the sometimes critical views and adverse feelings of the staff, thus hopefully insuring successful implementation of the recommendations.

This report is presented with the knowledge that it has been a profitable experience for those involved and with the sincere hope that it will ultimately be a vehicle for improvement of the library.

Organization The charge of the task force was to investigate the present organization of Atkins Library by examining the formal groupings of activities, the assigning of responsibilities, the allocation of resources for activities, the relationships of these components to each other, and the committee and association structure within the library.

It is realized, of course, that there may be considerable difference between how a formal organization is depicted on paper and the way the organization is perceived by the staff. This report is based on staff perceptions of the library organization as they were reported. No judgments have been made as to the validity of these perceptions; nonetheless, they are reflections of staff attitudes, and thus do influence and have an effect on the organization. It is hoped that this report will be valuable in identifying areas of concern and misunderstanding.

// Background //

In May, 1975, the director solicited information from the staff about the best organizational arrangement of technical services. At that time, the library was organized into five departments with the technical services functions divided among three departments--the Acquisitions, Serials and Cataloging departments. The Acquisitions Department was concerned primarily with acquiring monographic and audiovisual material. The Cataloging Department was involved with the cataloging of monographic and audiovisual materials and the maintenance of the public catalog. The Serials Department on the other hand included both ordering and cataloging of serials.

This organizational arrangement dated from early 1973. Prior to that time a Technical Services Division existed with one head. It was then decided that three separate departments would be preferable because there was a perceived need for a serials unit that combined the acquisitions and cataloging functions. Thus, a Serials Department was established, and the head of the Technical Services Division was named as its supervisor.

The establishment of the Serials Department would appear to have been ill-timed, for in July, 1973, the library automated its first activity by purchasing the Baker and Taylor Automated Buying System (BATAB), an ordering and accounting system. The coming of BATAB to the library facilitated the combining of the monograph and serial acquisitions functions. These acquisitions activities had always been physically located together, and this did not change with the creation of the Serials Department. Although the physical arrangement and the automated buying system necessitated cooperation in performing the two acquisitions functions, serial and monograph acquisitions were carried out under the administration of two departments.

Due to the existence of the two departments and the resulting dual lines of authority, there were problems of communication. BATAB operations were controlled by the Acquisitions Department and major decision-making

relating to BATAB rested with it. Frequenily policies and procedures were made in isolation without consulting the serial acquisitions staff, even though these policies and procedures directly affected them.

In July, 1975, the director proposed a reorganization not only of the technical services area, but of the entire library. He suggested a library organization in the collegial mold. There would be two departments--public services and technical services. Technical services would be composed of acquisitions, cataloging, serials, and automation. Public services would include reference, circulation, and special collections. Each department would have a chairman who would report to the assistant director. Within each department the librarians would form a departmental faculty with emphasis on participatory management and equal sharing of responsibilities for realizing the goals and objectives developed by that department and the library. The participatory philosophy was to extend to operational levels so that decisions involving the activities of library units would be made with the involvement of the support staff working in that area.

The library reorganization proposal was reviewed and discussed by the executive committee of the library faculty and the executive board of the Support Employees Association (SEA). At a joint meeting of the two executive bodies, three members from each group were selected to form the Subcommittee to Consider Reorganization (SCR). The SCR, after coming to a consensus based upon staff opinion, was to make recommendations concerning the proposal to both the Library Faculty and SEA for their consideration.

After soliciting staff opinion through open meetings and formal and informal communiques, the subcommittee verified the need to change the organizational structure of the library and indicated this to be the opportune time. It recommended the acceptance of the reorganization of the library structure as suggested in the director's proposal. The subcommittee suggested that the library be restructured into two departments: technical services and public services, and that the administrative organization be collegial and participatory in nature. The subcommittee also recommended that formal recognition from the university administration be sought for the two departments. Having also been charged with drafting a method for implementing the proposal, the subcommittee presented to the library staff a report for discussion which outlined an implementation approach.

Reacting to the report, most of the staff felt that the library would be moving too quickly into the establishment of two departments and that the concept should be given more thought. Many believed that the library should move more gradually toward two departments, and that during an interim period of one year, should be restructured into smaller units.

A suggestion for implementation of the director's proposal offered by the library faculty included the following:

(1) Dissolve the Serials Department and combine monograph and serial cataloging and acquisitions functions.
(2) Consider a Technical Services Department after an interim period.
(3) Use the participative scheme and name coordinators for the various interim units.
(4) Work toward the possibility of combining the units into two departments.

The librarians agreed that the library should reorganize into smaller units and that the final decision about two departments should occur one year after appointment of the coordinators by the director. Implementation was to begin with six units: acquisitions (monographs and serials); cataloging (monographs and serials); circulation (including reserve); reference (including documents); automation; and special collections.

Each unit was to do a general description of functions which included unit responsibilities, work requirements, positions, etc. After studies and analyses took place within the units, discussions among units would begin. This was to be the approach to be utilized in working toward two departments.

It was also recommended that a library council be established to replace the library faculty and department heads group. This council was to be made up of the six unit coordinators, the director, the assistant director, and the presidents of the library faculty and the SEA.

The interim coordinators of the units were to be selected by a committee composed of the department heads and the assistant director. The coordinators were to be unit representatives and were to assist in the implementation of unit and library reorganization. Administrative tasks were to be divided among members of the unit. One week after accepting the recommendations offered by the library faculty, the director was to appoint the coordinators.

The SEA was notified of the proposal presented by the Library Faculty and approved the plan. In December 1975, the director appointed the coordinators and the interim period of reorganization was underway.

// Current Status //

The library's recently-adopted participative scheme of management seeks to have groups involved in the decision-making process. An attempt is made to have unit decisions reached by consensus allowing each member an opportunity to contribute. As a result, each member should be able to support, at least in part, decisions made by the group. Responsibility and

authority rest with the units. These are delegated by the group to individuals in the group.

Atkins Library has a number of committees and organizations which affect the staff and the decision-making process. Major among these are the library council, library faculty, Support Employees Association, and the Staff Association.

The primary function of the library council is to enable the administration to exchange information with the units, and to encourage interaction among the units.

The librarians on the staff have faculty rank and status as defined in the UNCC Faculty Constitution. The library faculty advises the director of the library and the university administration, and makes recommendations concerning library resources and services.

The Support Employees Association is composed of all members of the staff subject to the state personnel act. It was set up to give the support staff a voice in university and library functions. At present the SEA primarily provides feedback to the administration and the library faculty.

The Staff Association provides a social outlet for all staff members. It is the only organization comprising both faculty and support personnel. At the present time, the director and assistant director are ineligible for membership.

The committee structure is another means for the university community and the staff to provide input into the decision-making processes of the library. Committees are created by the director, as well as by other organizations. These include:

I. University committees related to the library
   1. Faculty Advisory Library Committee
   2. Rare Books Advisory Committee

II. Standing committees within library organizations
   1. Faculty committees
      a. Employment Status Committee
      b. Library Development Committee
      c. Professional Development Committee
   2. Support Employees Association committees
      Rules Committee
   3. Staff Association committees
      a. Social Committee
      b. Communications Committee
      c. House Committee
      d. Welfare Committee

III. Committees appointed by the Director
1. Automation Committee
2. Gifts Committee
3. PASL Editorial Committee
4. Search Committees

// Evaluation //

When asked about the basic organizational structure of the library, most interviewees could not describe the structure exactly. When shown a chart (see Appendix F), most agreed that it depicted how they perceived it to be. Several people commented upon the traditional structure represented on the chart.

The administration of the library consists of the director, assistant director, and secretary. There is considerable confusion about the roles of the director and assistant director and their relationship to one another. Everyone interviewed expressed concern over this issue and some even questioned the need for an assistant director in a library of this size. Since the relationship between the administrators has never been clearly delineated, many staff members are uncertain as to whom they should consult. Some automatically go to one or the other administrator out of habit or because he or she relates best to that person.

The director perceives his responsibilities as controlling and formulating the budget; providing a link between the library and the campus, the university-wide system, and the community; and overseeing the total operations of the library. He is ultimately responsible for everything that happens in the library; therefore, he can make final decisions on in-house library matters. Any authority that is exercised is delegated by the director, since it is he who is legally responsible for the library. He usually communicates with and asks for feedback from the units through the coordinators in the library council.

For the most part, the staff vaguely understands what the role of the director is and what his responsibilities are. He is generally viewed as a head or a supervisor who should see to it that the basic library operations run smoothly. A few people view him as a problem solver. Most people feel that he could better use his authority to carry out his responsibilities for coordinating the internal operations of the library, or to resolve problems that are brought to him. The director's technique of letting the units handle their own concerns works most of the time, but situations that cannot be handled at the unit level need to be resolved before they become critical.

The primary contact between the library administration and the units is through the coordinators in the library council. Many note that they would like to see the director show more concern about what is happening in the units, particularly with regard to work flow. Several people admit that the director

is receptive and helpful when asked to respond to questions at unit meetings; however, seventy-five per cent of the staff members interviewed suggested that he should become more involved in unit operations. They think that he should periodically attend unit meetings, hold brainstorming sessions with individuals in units, hold regular general staff meetings, and issue an annual "State of the Library" report, which includes his view of where the library is and where it may be going.

The administration communicated the role of the coordinators to the staff at the outset of the participative scheme. They were to act as conveners, mediators, communicators, and representatives of their units. The general belief of the staff is that they are successfully fulfilling their prescribed role; however, some problems have arisen concerning their use of authority, such as making decisions without consulting the unit and functioning as supervisors. According to the director, the coordinator does not have any authority over the unit as a whole. Rather, all responsibility and authority rest with the units. The majority of the staff thinks this principle should be maintained. A few state that the coordinators should have enough authority and responsibility to keep the unit work flow running smoothly. Some of the ideas set forth by the staff appear to be contradictory. It is apparent that the role of the coordinator is still evolving. In the review of the coordinators' positions at the end of the interim period, the issue may be clarified. Since it is not clear who should carry out the review, it seems that an evaluation coordinated by the administration will be necessary.

Relationships within the units appear to be clear to the people within those units, but not to persons outside them. Problems in the area of responsibility and authority are cited. Many interviewees feel that they do not have enough authority to complete their work tasks. Some are not aware that they have any authority, because each step of their tasks is monitored or checked by someone else.

Although problems exist in other units because responsibility and authority that should come with it are not defined, some ninety-two per cent of the staff members interviewed noted a concern about the situation in the Cataloging Unit. Problems in this area are seen and discussed by staff throughout the library as well as by the members of the unit. However, many of the people discussing the situation in the Cataloging Unit were not able to specifically identify the problems. After further study and analysis, it appears that the major difficulties are confused relationships within the unit and delayed processing of materials.

Although relationships within most units seem to be clear, it appears that there is some confusion about them in cataloging. The unit consists of four sub-units that overlap in so many areas that some of the cataloging staff cannot accurately identify the extent of their duties and responsibilities. Relationships do not seem to be clearly defined and firmly established.

Many people in the unit are uncertain as to how their tasks fit into the work flow.

The primary concern of the staff is that the work in the Cataloging Unit is not being carried out smoothly and quickly. The area most cited is the backlog of uncataloged monographs and serials. The staff noted that a large number of these items have been in the cataloging area for as long as four years. When titles are not cataloged, it affects other units (not to mention the user) that either need these titles or need to know that they have been processed. The staff members outside the unit and some within it believe the backlogs to be the result of too much time spent on checking and revising cataloging information. This time spent on checking and revising diminishes the number of items which might be cataloged. Some of the staff within the unit relate the delays in work to the addition of many new staff members and to the new organization. These factors, they say, have caused the relationships in the unit to be unclear.

Although no formal relationships between the units exist, there is considerable interaction on a one-to-one basis about inter-unit procedures. Unit-to-unit relationships that do exist seem to develop out of the need to solve immediate problems. Many interviewees think that staff members are becoming too "unit minded," that units are not working for the betterment of the library but are only interested in keeping the organizational structure in its present state. Because staff identify with units rather than with the library as a whole, policies and procedures are often made in isolation. In units that are fragmented physically and organizationally, the situation seems to be worse, because people relate neither to the library as a whole nor to the unit, but rather to the sub-unit. A few staff members think this problem is more pronounced now than before the reorganization. It is suggested that units that are physically divided should be moved closer together in order to increase unit and library identification and to make more effective use of personnel. Many people note that the library council might develop a better means for unit and sub-unit interaction.

In this report, "procedure" is the step-by-step operation used to carry out a task. Misunderstanding occurs because many procedures used in the library are unwritten. The staff observed that the lack of written procedures results in incomplete performance of tasks. There is no method for formally establishing procedures within and among the units. Most people agree that when their tasks or procedures are affected, they do have some influence on any decisions that are made.

Everyone agrees that the organizational structure encourages people to be flexible in their job tasks and, in the event of unexpected or seasonal work overloads, allows them to give assistance in other areas, both within and outside their units. Many feel free to be flexible within their own units, but are reluctant to offer help in others. These questions were raised: How

much can one afford to sacrifice one's own work? How much cross-training can the library afford? Would the unit be getting help that they did not really need? Are the units that are requesting assistance thoroughly evaluating all of their own resources?

The organizational structure and managerial style that is being worked toward is conducive to broad input from the staff at all levels. Under this new style staff members are encouraged to provide feedback for discussion at both the unit and administrative levels; however, active participation in the units is lacking in many cases. Some people do not participate in discussions because they do not interact well in groups. They may have very good ideas but they relate better in one-to-one situations. There are some people who feel that others dominate entire discussions and they are not given a chance to participate, even though they want to. Under the old management structure, many people felt "put down" by their supervisors, and consequently are not sure whether they can safely participate under this new scheme. Other staff members feel that their suggestions and opinions are listened to out of courtesy, but are not really considered.

There is also a general feeling that the administration could make a greater effort to obtain the recommendations and opinions of the staff, especially those persons who would be affected by and are knowledgeable about matters under consideration. Most view the administration as relying heavily on some of the former department heads for advice, even when these individuals may not have all of the information readily available to give a well-informed answer.

The information that the staff receives, whether it be general news or something related to social activities, comes through some part of a multi-channeled communication network encompassing the library and the rest of the university. It is the general consensus that the most effective method of disseminating information is the written memo, while the least effective is the bulletin board. People prefer that any job-related memos be issued in written form, so that they may be filed for later reference. One problem that is agreed upon by all is that new members of the staff do not receive a proper orientation to the library. The information given them is usually insufficient, out-of-date, and sometimes incorrent. To remedy this, the staff suggests that a formal orientation program be developed by the administration or the Staff Association.

Everyone has a general idea what the library council, library faculty, and SEA do, but a majority of the members do not know the basic purpose of these organizations. The problem seems to be that the roles of these organizations in the participative management scheme have not been identified.

The interviewees agreed that the library council does not have any authority, and they view it as a channel for communication between the

administration and the units. Several expressed a concern over the lack of discussion of unit study and analysis among the coordinators. One possibility for handling this would be for the administration to direct the unit studies and offer guidance wherever needed. Some staff members note potential problems in having individuals on the council who represent more than one area of interest (i.e. representation of a unit as well as an organization), and see a danger of coordinators expressing their own views rather than those of the units.

The library faculty is viewed by most as a body which recommends policy although some of its members believe that its responsibility should extend beyond the recommendatory level, i.e. that it alone should have the authority to make policy. The latter view is at variance with the library faculty by-law which identifies the library faculty as a policy-recommending body. There are divergent opinions among the members concerning their professional status: some consider themselves primarily librarians and others see themselves as faculty members who are librarians. Another concern expressed is the participation of the director in the deliberations of the library faculty. Some faculty and all of the support staff did not know whether the director participates as a member of the faculty, or as the director of the library. The by-laws of the library faculty state explicitly that the director votes as a member of the faculty. It seems to some that a potential confusion of his roles as director of the library and member of the library faculty exists.

The SEA is perceived as an organization playing a definite role in the library by providing the support staff with an opportunity to discuss matters of mutual concern, and a mechanism for reacting and offering feedback to recommendations of the administration and the library faculty.

Most of the staff members believe the Staff Association to serve a useful social function, and they prefer that it remain as it is. There are a few others, however, who would like to see it branch out into other areas involving general problems of the library and the staff, such as matters relating to heating and air-conditioning, orientation, and the like.

It is agreed that the committees of the library could make important contributions, especially if the input of the entire staff is obtained. However, most committees are viewed as lacking effectiveness because their tasks are completed too slowly and often no action is taken on their recommendations. Furthermore, it seems that the same people always serve on the library's committees, and this sometimes results in both committee work and regular work going undone.

// Conclusions //

The staff favors the present participative organization over the former system in which the department heads made the decisions. There are problems

with structure and the unfamiliar form of management. The desired degree of staff participation in management has not been defined. The director's role as he defines it differs from that expected by the staff. The roles of the director and assistant director and their relationship to each other have not been defined. Some coordinators are exercising authority they were not given. Most procedures are unwritten and many are not understood. The majority of the staff are not providing input into major decisions. The dissemination of information to the staff seems to be adequate, although the orientation program for new people is poor. The roles of the organizations and associations in the library have not been defined, particularly with relation to a participative management scheme.

It is evident from the interviews that outside of their own areas the staff do not know what many of the library's operations are. There are two reasons for this. First, there are many operations, starting with those of the administration, that are not clearly defined. In some cases these are not defined at all, and in others they need to be redefined in relation to the participative system that has been implemented in the library. Second, communication of roles and responsibilities has not been carried out. Consequently, very few people actually know how their positions relate to others in the library.

If the roles and responsibilities of individuals and organizations are clearly defined, interpreted with the participative scheme in mind, and communicated to the staff, the organizational structure will be improved and strengthened.

Budget system — The task force's charge was to evaluate the present budget system and to offer procedures for improvement. To accomplish this, budgeting was viewed as a system by which financial requirements of the library are defined, financial resources are allocated, and the use of those financial resources is controlled.

// Source of Funds //

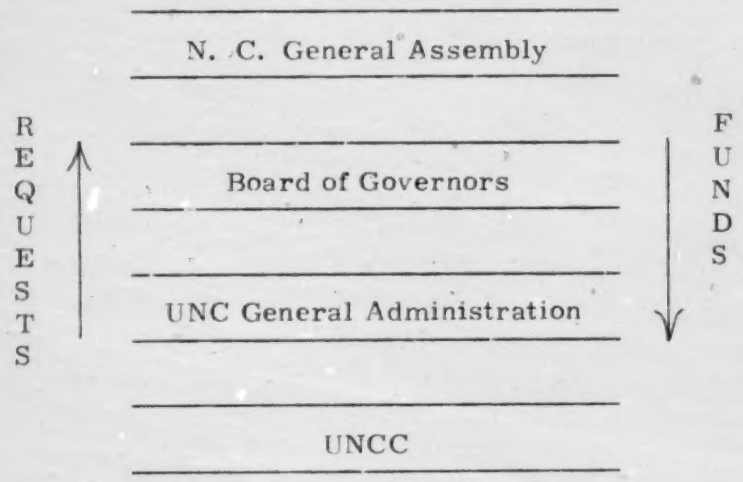
The North Carolina legislature is concerned with two kinds of budgets: (1) a base budget and (2) a change budget. The base budget is continuing money required to maintain operations for a fiscal year. This base budget can be changed as the result of increases or decreases in enrollment. The change budget consists of the following types of funds: those that will be continuing (increased enrollment money); one-time appropriations (e.g. catch-up funds for library books and materials); and funds for capital improvements (e.g. new buildings).

Each biennium the University of North Carolina at Charlotte administration makes a budget request to the general administration of the University of North Carolina system. In order to continue campus operations the initial request is for the base budget. Change budget requests follow.

The general administration compiles the requests from the sixteen campuses into a budget request for the university system. This is presented to the Board of Governors which accepts requests, asks for additional information, makes changes, or rejects items. The Board of Governors then recommends a unified budget to the governor, the Advisory Budget Commission, and the General Assembly. The budget recommendations are categorized as follows: (1) continuing money, (2) salary increases for employees exempt from the state personnel act, and (3) money to increase the base budget (presented in a priority list with justifications).

The General Assembly approves all or part of the recommended budget. Category 1, continuing money, is appropriated directly to each institution. Monies in the second and third categories above are given to the Board of Governors in a lump sum. The General Assembly decides how many recommended priority items in category 3 will be approved and how much money to allocate. The board has the authority to decide how this money is to be allocated among the institutions and has final say as to how much money shall be designated for each item. The board communicates the budget to the president of the UNC system who in turn implements the budget through appropriate channels.

The following chart shows the channels through which requests are made and funds received:



// Library Funding //

Libraries appear as one of three subdivisions of the total University of North Carolina budget. Because money goes directly into library budgets from the general administration of the system, the UNCC administration has no direct control over the amount of money the Atkins Library receives.

The library's budget consists of its continuing money (base budget) and any funds forthcoming because of increased enrollment or one-time appropriations (change budget). One-third of any increased enrollment funds received by the library must go into its book and learning materials budget. The remaining two-thirds can be utilized at its discretion for increasing the number of positions, for temporary wages, supplies, equipment, travel, postage, telephone, equipment repair, rentals, or miscellaneous expense. If it chooses, the library can place some or all of this amount into the book budget. Increased enrollment money becomes part of the following year's base budget.

In recent years the library has received special appropriations of catch-up funds to bring its collection up to standards. It was intended that approximately $1 million would be made available to the library over a four-year period and that this increased funding would then cease. Appropriation of smaller amounts than anticipated has led to an extension of the time period during which these special funds will be provided. These special catch-up funds are appropriated a year at a time and can be used only for purchase of books and other library materials.

Although specific library change budget requests are permissible, the various campuses have been discouraged from doing so because the general administration has preferred to make large requests for all of the university's libraries.

In addition to the above the library has two other sources of funds:

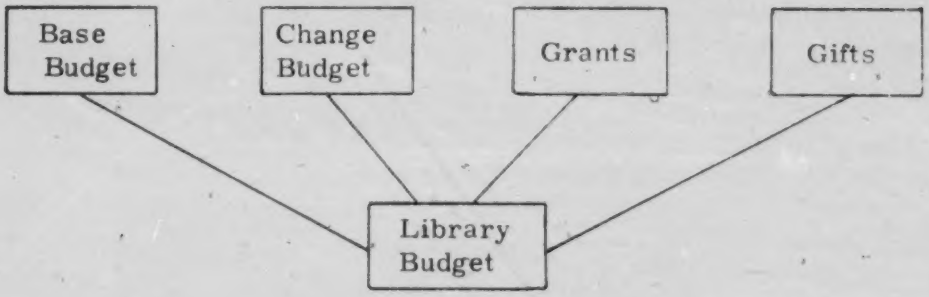
1. Grants requested for specific library material or library projects. The library had two active grants in 1975/76:

   a. Title II-A, a grant which is requested annually of the federal government and which may be used for book purchases. The amount the library is given varies each year.

   b. A grant of $17,046 from the Council on Library Resources for a library improvement project (Academic Library Development Program).

2. Individual contributions, which are used almost exclusively for books. One of the existing gift funds bears a stipulation that only the interest earned by the gift can be utilized. The other gift funds are unrestricted. Some contributors provide regular gifts to the library; others replenish funds as their previous donations are depleted.

Present sources of library funds are depicted below:



// Library Budget Line Items //

The line items in the library budget are as follows:

Book Budget: library materials

Equipment: non-consumable materials

Supplies: consumable commodities

Temporary Wages: non-permanent part-time employees

Salaries/Fringe Benefits: continuing positions and social security, retirement, medical contributions

Travel: expenses incurred for job-related meetings and use of state cars.

Postage/Telephone: written correspondence and telephone charges, Southeastern Library Network communications

Repairs: maintenance of existing equipment and facilities

Rental: leased library equipment

Miscellaneous

Budgets are prepared for the individual units and may include the following line items: equipment, supplies, and temporary wages. Supplies and temporary wages remain in a unit budget from year to year so long as the unit utilizes the money or until unit responsibilities are altered. The equipment money may be reassigned among the units depending on need. All other line items are part of the library administration budget and are allocated as necessary.

// Distribution of the Book Budget //

The continuing book budget is divided in the following manner:

1. Funds for serial continuing subscriptions and binding are set aside.

2. Thirty per cent of the remainder is placed in the general fund to be expended by the library staff. The general fund is used for reference material, back issues of journals, certain new subscriptions, audiovisual materials, and other items.

3. The rest of the money is divided in half into a formula fund (based upon average number of full-time faculty in a college and student load) and a special fund. The formula fund is usually allocated to the colleges but it can be given directly to the departments if a college so chooses. The special fund is allocated to the departments based upon specific justified requests.

Money for monograph standing orders is deducted before a department receives its allocation. Each department regularly receives a computer print-out which shows how the department has utilized its money and the balance remaining in its allocation.

// Library Budget Process //

Although no formal procedures exist for internal preparation of the library budget, units have begun to participate in the budgetary process. The director asks the coordinators to determine their units' needs in four areas: equipment, supplies, temporary wages and new personnel. These needs are brought to the library council for discussion, and priorities are established. After reaching a consensus, the library council recommends to the director how the money should be allocated. The director then makes the final budget decisions.

Staff participation in determining needs varies among units. Generally the process is similar to the way in which the library council deals with total unit requests. The coordinator asks staff to state requirements, a list is compiled, discussed, and priorities are set. Most staff members feel free to participate in this process and it is seen as a workable one, but there is confusion about budgetary terms such as base budget, change budget, and line item.

The staff is concerned with the lack of planning in the budget area. Under the present university and library systems, there is seldom enough time between the initial notification and the deadline for submitting budget requests. It is the general opinion of the staff that proper internal planning would not only allow more efficient functioning within the existing time

constraints, but could help eliminate crisis decision-making. It is also felt that while there is presently sufficient funding, long-range planning and the setting of budget priorities would aid decision-making in times of fund shortages.

The staff is also concerned with the unit coordinators' lack of training and experience in budget planning. There is also the fear by some that the coordinators will begin assuming authority in the manner of the former department heads who often made unilateral decisions. Thus far, however, the library council demonstrated it had a broad perspective and a concern for the library as a whole in establishing the fiscal year's budget priorities.

Although the Library Development Committee of the library faculty has as one of its charges the making of recommendations concerning the library budget, it has to date done little in this area. The committee has made recommendations concerning book budget allocations to academic departments and the purchase of specific titles.

Policy A policy is a statement or principle, general in nature, which serves as a guideline for achieving an objective. It is an aid in decision-making and should not be confused with a procedure, which specifies a sequence of steps for realizing the objective. The objective states what is to be accomplished, the policy provides general guidelines for achieving the objective, and the procedure enumerates the specific steps or tasks to be followed.

// Current Situation //

Policies originate in a variety of ways in the Atkins Library, and depending upon their relevance to different groups of staff and users, receive approval and are adopted on differing levels. Usually a need for a policy statement is first identified by some group or individual. This may come from within the library (e.g. from the library administration, a unit, or an individual) or it may be initiated by someone outside the library (such as a faculty member, a student or a university administrator). At the direction of the library administration or upon the initiative of an individual or group, a statement is then drafted and brought for approval to the body or unit most directly involved and/or to the library administration. Although it has no administrative authority, the Faculty Advisory Library Committee is often consulted on policy matters having broad application to the university community. Following these steps the policy is approved and adopted by the group in question or by the administration.

Policy is also frequently established in a less formal manner than that described above. Often the library administration makes policy unilaterally or in consultation with a staff group or individual. A written statement of the policy established in this manner has not always been prepared or communicated widely. The units and individuals also determine policies which

have implications both within and outside their areas. They too have often neglected to make available formal written documents to all concerned parties.

Until recently no effort has been made to organize all existing library policies so that they are readily accessible to those who need them. Library policy has been found in memoranda and in minutes of meetings, but sometimes it has been found to exist only in the memory of individual staff members. Recently the library administration has begun the gathering of various policy documents, and the units are preparing and compiling their policies for inclusion in a general library policy handbook. When this compilation is completed, it will doubtless be apparent that there are areas where no written policies have ever been formulated.

The roles of various groups in initiating or formulating library policy is an area in need of much discussion and clarification. The university administration, ultimately responsible for library operations, delegates to the director of the library authority to formulate policy. While there is no question that the director has final authority for policy-making within the library, the extent to which various library groups should be involved in the policy-making process has been the subject of some misunderstanding and, at times, disagreement. What is the role of the library faculty in policy making? The support staff? Individual units? Committees? Who may initiate policy discussions? Who may and who must consider policy recommendations? Are there different types of policy to be considered exclusively or primarily by one group? If so, what are they? Who is responsible for implementing and enforcing policies after they have been approved? To date, there have been few attempts to answer these questions. While the library faculty has discussed its policy-making role to some extent, it has done so in the abstract, with no effort to delineate specific areas of concern and precedence. This has resulted in some confusion, with charges that the library faculty is seeking to reserve to itself the policy-making function. Until the roles of the library's groups are better defined, and types and levels of policies better distinguished, it would seem that the confusion and disagreement will continue.

// Evaluation //

It should be recognized that various types of policy exist within the library. There are those handed down by the state (such as personnel policies) or by the university to which the library must adhere. There are professional or faculty-related policies which are the concern of only a certain group. Of particular relevance are the internal library operational statements, some directly related to users, that make up the bulk of library policy. Although the lines between these various types of policies are often easily distinguishable, there are times when differentiation is difficult and when responsibility for policy formulation is unclear.

While for the most part the library has been able to function reasonably well with the method of policy formulation described above, some difficulties have arisen as the library has grown in size and complexity. In addition to recent confusion and disagreement over who should be involved in the process, it has become evident that policy-making on an ad hoc, as-the-need arises basis, is not sufficient. Merely responding to a need (or a crisis) at a particular time often results in the development of a policy that is poorly conceived and inadequately considered. Policy development has had little connection with planning. As a formal planning mechanism is established in the library, provision for the preparation of appropriate policies should be a part of it.

Following the definition of group roles called for in this report, a procedure should be set up which provides for careful consideration of policies by the appropriate groups and individuals, formal written preparation of all policies, and systematic distribution of these to affected parties. The past unavailability of organized, written library policies has resulted in inconsistent application, neglect of policies previously formulated, or time-consuming efforts duplicating work already done. If responsibility for policy formulation can be specified and a mechanism for fulfilling this reponsibility agreed upon, these problems and difficulties, which are becoming more and more obvious, can be avoided.

Planning Planning may be defined as a process of setting objectives, determining courses of action to achieve objectives, allocating resources and evaluating progress toward objectives. This report refers to planning in terms of formal and informal, and short and long range. The above definition should be considered formal planning; informal planning is that done in a casual, unstructured manner. For the purpose of this report long-range planning refers to a period of two or more years, while short range is any period less than two years. This report will analyze how the library is presently planning.

In 1974, the administration of the University of North Carolina required that each university draw up a five-year plan stating the new programs it anticipated establishing and the needs for implementation of these programs. As a relatively new institution, the University of North Carolina at Charlotte lacked experience in planning of this nature. The Campus Planning and University Studies Office assisted each department by providing information concerning its previous growth. With this information the departments were able to project growth for the next five years. Reports based upon this and other information were prepared and then compiled by the UNCC administration and forwarded to the general administration. Although the resulting five-year plan emphasized the academic programs, the projected growth and needs of the library were included.

At approximately the same time UNCC developed a comprehensive campus master plan which gave direction to the physical planning for the university showing proposed buildings and other areas intended for academic and recreational use.

Most of the present planning on the university level is done on an informal basis. Communication among various university units is often poor and makes cooperative planning difficult. The urgency for a report often leaves little time for adequate preparation. Because of a lack of a formal procedure the library finds it difficult to coordinate its planning with that of other university units. Fortunately the director serves on various university committees and as a result is able to keep open the informal lines of communication between the university and the library. Since this information is vital to the planning process, the informal communication needs to be supplemented by more formal and written communication.

Contact with academic colleges is maintained in a variety of ways, but appears limited in spite of the importance placed upon it by the library administration. Individual faculty to faculty contact between the library and other university units provides valuable input, but is limited and uneven. There is a procedure for notifying the library of new programs but the procedure is rarely used. Therefore, the library is seldom aware of these programs until they become fact and at this point it is too late to do the necessary preparatory planning.

It is the consensus of the library staff that there is no formal method of library planning, and by our above definition this is true. The library faculty states in its by-laws that the Library Development Committee shall give primary consideration to long-range projections and supplemental requests for new services, new positions, and collection enrichment. Until this time the Library Development Committee has only made recommendations concerning the purchase of specific titles by the library and the allocation of book budgets to academic departments. While this committee may in the future play an important part in planning, the staff believes that neither it nor any other group is presently involved in any formal planning. Planning is done more as a reaction to special circumstances than as a deliberate exercise. There was also an indication that support staff should be included in the planning process.

Unit planning exists but, again, it is for the most part informal and sometimes haphazard. In some units the planning is participative and involves all those to be affected; in other units the librarians do most of the planning. Most staff members feel that planning should involve everyone in the unit and that dissatisfaction and dissension result when this does not occur.

Many of the support staff feel that the library administration is both unaware of and unconcerned with unit planning, and they expressed a desire

for more direct involvement by the administration in unit planning. On the other hand, the administration did not feel that it should be directly involved in this area, but that it should continue to be made aware of unit plans. The evidence shows that neither the administration nor the support staff is aware of what the other expects. These expectations need to be communicated and negotiated.

The inadequacies of the past and present system are common knowledge to the staff and they expressed a need for guidance and a willingness to participate in the planning process.

Recommendations

// Organization //

1. The administration should define and communicate to the staff participative management as it is to be implemented in the library.

2. The roles of the administrators should be clearly defined and communicated to the staff.
   a. The roles and responsibilities of the director and the assistant director should be defined.
   b. The role of the director as a member of the library faculty should be clarified.

3. The roles of the following organizations in the library structure should be clearly defined, reviewed for their appropriateness, and communicated to the staff.
   a. The Library Council
   b. The Library Faculty
   c. The Support Employees Association
   d. The Staff Association

4. The Support Employees Association should be encouraged to initiate ideas and recommendations in the area of library goals, objectives, policies, and procedures. The administration should urge this be done.

5. Each unit should write procedural manuals and keep them current. The units should inform others of established procedures and seek input where functions overlap.

6. The following suggestions for dealing with the inefficiency of committees should be considered:
   a. Make the charge of a committee specific to insure that its members know exactly what their task is.
   b. Establish procedures for completion of the task, and dates for intermediate progress reports.
   c. An ad hoc committee should be made a standing committee when it becomes evident that it will be ongoing in its task.

d. A new committee should not be created when an existing one can perform the charge.
e. Consider eliminating committees that are not functioning.
f. Consideration should be given to the number of committees any one person is serving on before he or she is asked to serve on another.

The director and the presidents of the Library Faculty, Support Employees Association, and Staff Association should follow these procedure whenever establishing and monitoring committees.

7. The director and assistant director should be given the opportunity to join the Staff Association. The president of the Staff Association should see to the changing of the by-laws to give them the opportunity to join.

8. The Cataloging Unit should more clearly define the relationships within the unit as a whole and within its sub-units. Both the quality and quantity of work are important--a balance of the two needs to be determined and worked toward.

// Budget //

1. Budget procedures should be established at both administrative and unit levels. These procedures should include:

a. A timetable for budget planning which anticipates the university request for information.
b. A form on which budget requests will be submitted allowing space for justifications. This would allow for uniformity and facilitate handling of requests.
c. An orientation procedure for persons most involved with the budget. The orientation should cover such things as budget planning, cost of library materials, and an explanation of the state budget and budget terms.
d. A system of communication of budgetary matters for all involved groups.

2. Budget requests should be reviewed by a board or group (possibly the library council) which would be responsible for coordinating unit requests and which would act in an advisory capacity to the director. The group should be representative of both librarians and support staff and include a person from each unit.

3. The library's goals and objectives should be the basis for formulating all budgetary requests.

// Policy //

1. The policy-making roles of each of the various groups should be defined more precisely. This might be done by the groups themselves (as the library faculty has begun to do), with provisions made for negotiation in the event of any conflict.

2. The various types of policies in the library should be distinguished and an attempt made to delineate responsibility for initiating, formulating, approving, and monitoring policy.

3. Following 1. and 2. above, a mechanism should be developed for the initiation, development, approval and review of policy.

4. The effort being made to compile policies in a manual available to all who need to see them should be continued. Care should be taken to exclude procedural documents from this manual. Policies which affect only one unit, and have no direct implication for other staff or users, should be maintained in unit policy manuals with copies sent to the library administration.

5. Existing policies should be studied to determine if they should be revised, and areas in need of policy statements should be identified.

The library administration should take responsibility for seeing the recommendations are carried out. In consultation with the groups and individuals who might be involved in policy making, the administration should set forth the various types of policy which exist or need to exist in the library, designate responsibility, and formulate the policy mechanism. Compilation of policy should be the responsibility of the library administrative assistant.

// Planning //

1. Formal policies and procedure for planning should be established. There should be procedures for proposal, evaluation, approval and review of planning. Review should include special consideration of those plans not being acted upon or carried through.

2. The library's goals and objectives should be used as guidelines to unify the library planning effort.

3. The role of library administration in unit planning should be more clearly defined and communicated to the staff.

4. There should be meaningful involvement of the entire staff in library planning.

5. A concerted effort should be made to coordinate university and library planning.

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HUMAN RESOURCES

Introduction The Task Force on Human Resources was charged with gathering data on existing conditions, analyzing it, and making recommendations on the following areas: employment practices, staff development, and leadership and supervision. All the task force members used the interview technique. Subgroups of the task force also employed at least one other method of data gathering. Opinion and attitude questionnaires allowed all interested staff the opportunity to participate and were a very useful means of obtaining information. A quantitative analysis of the information gathered is found at the end of this report. The questionnaires used are included as Appendices G-I. Essay surveys were used to elicit the viewpoint of certain groups of people (i.e., part-time and new). As with the questionnaires, the return was very good, although many responses were short answer rather than essay. The fourth method used for data gathering was a group discussion involving five people which was structured as a type of controlled brainstorming since it was limited to a single subject--staff development. A summary of ideas generated in this discussion appears in Appendix J. The discussion was divided into two sessions, with the first meeting used to outline present practices and to generate ideas. The results were typed and distributed to the participants, who set priorities individually, and made

group recommendations at a second session the following day. These have been incorporated into the report. Informal conversations with individuals provided information when additional input was needed.

In all data gathering efforts cooperation of the staff was generally excellent, though a few declined to participate. This is regrettable since valuable information was lost, information which might have changed the results. While the task force considers this report a means to facilitate necessary changes, some staff members do not share this optimism. It is hoped that the results of the study will be such that every member of the staff will participate freely and confidently in the implementation of recommendations.

Employment Practices There is a growing awareness in academic libraries of the need to develop and utilize human resources more effectively. The library administration is seeking to meet this need through improved employment procedures. The present employment procedures of the library were examined with particular reference to recruitment and hiring, job descriptions and classifications, evaluations, benefits, grievances, termination, personnel needs, and documentation available to the staff.

The North Carolina State Personnel Manual contains the hiring, termination and employment policies, regulations and procedures of the State Personnel Department, which apply to all employees covered by the provisions of the state personnel act (SPA employees). Library faculty are not included under this act. The manual is itself an interpretation of North Carolina law. In addition, three employee handbooks which have been prepared by the state, by the university, and by the Library Staff Association are available. The latter was revised in 1976.

State government policy requires that recruitment and selection be based solely on training, experience, and other qualifications which best suit individuals for the job to be performed. To insure a broad spectrum of applicants, the UNCC Personnel Office provides a centralized recruitment, screening and referral service for all support positions on the campus. This has proved more effective than the library maintaining its own files, as was the previous practice.

It is the policy of the library to promote from within whenever possible. Therefore, any vacant support position is announced to the staff in advance of a public announcement. Due to the amount of time involved in training, the library administration prefers that a current employee remain in a position six months to a year before applying for another position in the library. However, this is not required by North Carolina personnel policy. At present there are no policies covering the vacating of one position on the staff to fill another, i.e. how much notice should be given and how much time may be allowed the staff member to train a replacement. If a vacant position is not

filled from within the library, the personnel office advertises the position in the UNCC Campus News. Recruitment extends beyond the university if the position has not been filled within a reasonable length of time. These procedures apply to all SPA positions at or below the library technical assistant (LTA) level. Individual units establish their own interview and selection procedures for these positions. Above the LTA level, the positions are advertised to the library staff, the university community and the general public simultaneously. The purpose of this procedure is to insure an ample group of candidates for these positions because of the greater training, education, and experience required. The director appoints a committee representing the entire library to interview candidates and make recommendations.

Merit raises are made on the basis of the recommendations of the supervisor, the director and the assistant director. However, state regulations limit funds available for this purpose so that not all deserving employees receive merit raises each year.

Most members of the staff are aware of the evaluation system for support staff designed by the UNCC Personnel Office, but feel that it is not effective. Many have indicated they are in favor of peer evaluation for support employees, viewing it as a pressing need in our participative scheme, but most wished not to initiate a program of peer evaluation at this time since leadership and supervisory functions have not yet been clearly defined.

Job descriptions are required for each support staff position in the library and have been prepared for many faculty positions. Support staff and librarians are expected to update these job descriptions periodically. This has not been done uniformly in the past, and there has been a resulting negative effect on morale, particularly of the support staff.

Reclassification of a position requires submission of special forms to the State Personnel Office. A position may not be reclassified to reward the incumbent for exceptional performance. It is only reclassified as a result of basic shifts in duties or position responsibilities. There has been some confusion among the staff concerning this matter.

Librarians have faculty status, and full-time librarians are eligible for promotion in the academic ranks and for tenure. Though there is no established salary range, a maximum salary per rank is imposed by the UNC general administration.

The document "Employment Practices and Procedures of the Library Faculty of UNCC" spells out hiring, employment, evaluation, and termination procedures for all librarians. Since the market for librarians is considered by the profession and the university to be a national one, recruitment on a national basis is required. The hiring process for librarians is, therefore,

much more time-consuming than for support staff. However, even taking this into account, many librarian positions have been left vacant for what seems to the staff to be an unreasonable length of time.

The policies and procedures for peer and support personnel evaluation of librarians are found in "Tenure Policies and Regulations of the Library Faculty of the University of North Carolina at Charlotte." The process insures that each librarian is evaluated at least every two years, and that there is sufficient information on which to base required decisions for reappointment, promotion, and tenure. After the evaluation process has been completed, the forms received are destroyed except for the individual's self-evaluation, the Employment Status Committee's summary evaluation and any rebuttal to it, and a written record of the action taken by the director, all of which remain permanently in the files.

State law requires that job status information be open to the inspection of the general public. Confidential information such as letters of reference are not included. Most of the interviewees do not object to their files being open. The support staff files are kept in the UNCC Personnel Office, while those of the faculty are kept in the office of the Vice-Chancellor for Academic Affairs.

Although the North Carolina State Personnel Manual provides written procedures for grievances, it was found that there have been no formal grievances filed in the library. Few staff members are aware of or concerned about the procedures. Grievance procedures for faculty have been newly elaborated in "Tenure Policies, Regulations and Procedures for the University of North Carolina at Charlotte."

The General Statutes of North Carolina prohibit collective bargaining by state employees but do not prohibit union organization. Staff opinions on the issue of unions for university personnel vary.

One of the staff's major concerns is the need for a personnel officer, although they feel the duties might be assigned to one of the present administrators. Among other duties this person would act as a liaison between the library and the UNCC Personnel Office, particularly in the area of communication. The personnel office has stated that it communicates major policy changes to all staff members through their respective department heads. However, it was the general opinion of those interviewed that this was poorly done or not done at all.

Staff Development Staff development may be defined as the processes used to guide and encourage staff members to improve their skills and capabilities on a continuing basis in order to help meet the changing needs of the library and to assist individuals in achieving both personal and professional goals. A staff development program should enable employees to overcome

weaknesses in their training, to increase effectiveness in their present positions, to keep up with technological changes, to assume more responsibility in their jobs and in the library, and to advance to higher level positions. An effective program should improve employee morale and facilitate better utilization of individual talents and abilities. To be successful such a program must have the full support of the library administration.

At the present time there is no general staff development program for library employees. There is, however, a Professional Development Committee of the library faculty which is charged with the responsibility of staff development for librarians. It has functioned for only a year and its work has been limited. Some staff members interviewed had given consideration to a development program and wished to be involved directly in such activities. Ideas vary greatly due to lack of agreement about what the program should include for the good of both the individual and the library.

Many formal and informal activities relating to staff development do however occur for library staff. Orientation for new staff members is conducted by the university personnel office, which provides information concerning the university, fringe benefits, and campus employment practices. Within the library, co-workers assist with orientation for new people. This usually consists of a tour of the library, introductions to staff members, and general information about library operations. Some on-the-job training is provided to new employees in the library and also to staff members who are assuming new responsibilities. It is the responsibility of the supervisor to insure that this training takes place. The person vacating the position may be best qualified to teach the new employee, but this method of training is usually not available because the state does not allow overlapping employment. The lack of up-to-date and useful work manuals hinders effective on-the-job training.

The university offers opportunities for both personal and job-related enrichment. Workshops for the university community are conducted by the personnel office, the counseling center, the urban institute, and the continuing education office. The fact that these workshops have not been heavily used by library employees may be the result of a lack of both active encouragement and individual initiative. A formal staff development program would provide the needed guidelines and incentive for fuller participation.

Professional organizations such as the American Library Association, the Southeastern Library Association, and the North Carolina Library Association offer workshops and conferences on library and work-related topics. Limited travel funds are available for staff members to attend some of these events. The library does not now have a formal policy regarding the use of these funds, although the Professional Development Committee is at present drafting a travel policy.

All staff members are allowed to take courses on campus with tuition waived for one course per semester for full-time staff. These courses may be work-related or for personal enrichment. Release time to take a work-related course may be granted at the director's discretion. Alternatively, it is sometimes possible for employees to rearrange their working hours to take a course during the day.

There is no provision for sabbatical leave for faculty within the UNC system. However, there are other types of leave to do research or to continue education. Requests for leave without pay may be made to the director for approval by the Vice-Chancellor of Academic Affairs. Extended administrative leaves with pay may be granted to regular classroom, and presumably library, faculty. These allow individual faculty time off for extended periods if their work can be assumed by their colleagues.

It is the general feeling of the staff that these activities available both in the library and on campus are not enough. Most people interviewed agreed that the library needs a carefully planned staff development program. Morale and utilization of skills could be greatly improved by an effective program. However, there is also agreement that before the library can establish such a program some of the more critical problems now being faced, such as organizational restructuring and the establishment of a new management system, must be dealt with effectively.

Leadership and Supervision The study of leadership and supervision is a means of assessing the manner in which the staff manages its work to achieve the library's goals and objectives. Supervision may be defined as the means by which the performance of the staff is directed toward the achievement of library goals. Leadership is the process of guiding, directing, and motivating the staff toward the goals of the library. Recently the library has attempted to move from a hierarchical management system to a type of participative management. The difference in these management styles is in the degree and manner of guidance and direction provided.

Participative management is a mode of organizational operations in which persons who are to execute decisions are involved in the process of reaching those decisions. Decision making in this context is a process which is supposed to bring together the relevant experience, education, special expertise and training of the individual members of the organization.

Conversely, hierarchical management (conventional line authority) is a mode of organizational operations in which the decision-making process is segregated from the action functions (i. e., implementation of decisions). In such organizations persons vested with administrative authority make decisions based on the information they have about the organization, and assign the implementation of their decisions to individuals with action functions.

The present management system in the library was examined in the following areas: library governance, supervisory roles, individual responsibilities, staff attitudes and morale, communication, and leadership style.

// Library Governance //

During the interim period of reorganization (November, 1975 to October, 1976), two temporary institutional arrangements (units with coordinators and a library council) have been established to serve the administrative system of the library. Coordinators were named to be conveners, communicators, mediators, and representatives of their units. Though they were not to be department heads in the line authority sense, there appears to be a tendency to treat them as such. This has lessened with the passage of the trial year, most probably due to the staff's growing knowledge of the behavior expected of them in participative management. The group known as the library faculty and unit heads was replaced by the library council, which is composed of unit coordinators and presidents of the library faculty and Support Employees Association. This group meets with the library administration as an advisory and resource body. It was established for communication purposes and has since evolved into a deliberative body which makes recommendations to the director on operational procedures. With few exceptions, staff seem to have a clear idea of the library council's functions. Some expressed a hope that the council would play a more successful role in solving the intramural problems between units, in addition to disseminating information about unit activities.

Most employees are satisfied with the present compromise which divided the library into six units and they indicated readiness to accept, and to a degree formalize, the continuation of the coordinators and library council beyond the October deadline. The only modifications which were suggested by those interviewed were the rotation of coordinators and the opening of the office to support employees in each unit. However, there is a realization that the unresolved issues of consolidation of the library into two departments, and the role of participative management and middle level administrators will have to be reconsidered. The staff may be reluctant to reopen these issues because of highly emotional reactions when the report prepared by the Subcommittee to Consider Reorganization was presented in September, 1975.

// Supervisory Roles //

There is no clear consensus of the role, if any, of supervision in participative management. Opinions of its function range from the attitude that it has no place whatsoever to the idea that supervision comes from the group through group decision making. Other concepts are that supervision in participative management involves a teaching or training role, that it should be manifested in a cooperative co-worker attitude, and that emphasis should be on supervision of work rather than of individuals, with supervisors regarded as resource people because of their experience, training, and education.

The many supervisory activities which in hierarchical management were considered the responsibility of those with administrative duties have not been completely reassigned during the interim period of reorganization. Enforcing discipline, making work assignments, minimizing complaints, building teamwork, planning, setting unit priorities, and similar activities usually associated with management have not been dealt with effectively by the staff. However, all units have at least made a start towards redistributing paper work responsibilities, such as signing time sheets and leave slips, and there is every reason to expect that additional responsibilities can be divided.

The divergent responses to the queries concerning supervisory roles are indicative of the confusion about them and reflect the transitional stage between hierarchical and participative management. In the Cataloging Unit particularly the difficulty of delineating activities appropriate to supervisors is apparent. On the one hand the general impression of staff from other units is that "things haven't changed much" with respect to supervision. These attitudes are apparently shaped by difficulties in reaching agreements on mutual problems. At the same time, interviews with cataloging personnel and a few staff members from other units indicate that a substantial effort has been made by former supervisors to accommodate the new managerial approach. A possible explanation for these variant opinions given by several staff members is that a residue of ill-feeling from past differences between librarians and support staff, and a feeling that certain support staff in the unit receive preferential treatment, prevent some members of the unit from recognizing that they are given much more independence in their jobs now, and therefore a larger influence on the operation of the unit as a whole. Notably, the precise role of supervision is no clearer in the other units, even though there seems to be somewhat more satisfaction with the way participative management is operating.

In general training occurs when employees first come to work. After this, training is often reduced to a review of new procedures. There is a lack of clarity concerning who should be responsible for training, which may be directly related to the fact that there are no descriptions of supervisory functions for this interim period. There is a feeling that thorough training manuals would be useful. Many individuals want better orientation to other library operations, which would help them to place their own work in perspective and help them become more useful members of the staff.

// Individual Responsibilities //

One of the major management problems in the library is the lack of understanding of the roles and responsibilities of the library faculty and support staff. A clear definition of work roles would assist in establishing a mutual understanding of the different problems and constraints under which all staff work. Decision making, supervision, and the distribution of work are all important factors in the relationship between the library faculty and

support staff. Virtually all aspects of these areas are still to be clarified: i. e., who has a role in policy making and operations, when are supervisory or administrative duties to be assigned to support staff, when are they within the realm of librarians only, and who distributes these duties?

It is the basic feeling of the staff that work responsibility is not clearly assigned at present, though responsibilities affecting job functions are often assumed by the person with the most expertise or initiative. The majority of those interviewed feel that support staff should be given responsibility for their own work and errors. In some units this has already occurred and there is optimism that participative management will encourage it in others. However, in order to assign responsibility, abilities of the staff must be identified, thorough training must take place, and time must be allotted for gaining experience. A resource person should always be available when problems arise, and the work group or supervisor must step in when the work is not being done or when too many errors are being made.

// Staff Attitudes and Morale //

Attitudes and morale are general terms relating to individual feelings about how desirable the library is as a place to work. Interviews indicate a real need for better understanding, consultation, and cooperation between units, especially where functional relations are close, such as acquisitions and cataloging or circulation and reference. However, within units teamwork and cooperation are generally good. There is a willingness to discuss ideas and work problems, although for some individuals committee assignments, meetings, and other scheduled activities limit time for discussion. In the interviews, the assistant director was often identified as the one who has taken on the role of a sounding-board and who has the ability to fulfill this need.

Participative management should provide a satisfactory opportunity for the involvement of the staff in the decision making process of the library. Most individuals feel, however, that real encouragement is lacking. This is perhaps due to the fact that staff members are not yet practiced in the activity of participation, nor do they know the level of participation expected of them. Most do feel that they have a real impact on decisions related directly to their job functions, less in their units, and hardly any at all with regard to the library as a whole. This is especially true of some support personnel. Such a perception may be due in part to the incomplete knowledge of the total committee structure of the library and the lack of an articulation of the roles of the library faculty, the Support Employees Association and the Library Staff Association in the governance and operational systems of the library. Support staff, in particular, feel they have only a limited awareness of the roles and activities of the various committees. Though most feel that they are informed concerning actions taken, a more frequent pattern of reporting like the ALDP newsletter would be helpful.

// Communications //

On the whole, library communication is felt to be satisfactory, especially since the implementation of participative management. It takes many forms: written communications, organizational forms such as the library council and unit meetings, and informal verbal communications. There seems to be a general feeling that individuals get sufficient information to carry on their work. Many recognize the reorganized structure and its concomitant communication processes as a means by which staff opinions and attitudes are assessed. However, while some feel that this process has not been fully developed, others are of the opinion that we go too far in consulting everyone on every issue. This has "turned off" some staff to participative management. This paradox will be resolved by finding the means to consult in the process of decision making only those necessary.

// Leadership Style //

There is at present considerable confusion about the role of leadership in participative management, where it should come from, and where it is coming from. This is probably due to the change from hierarchical management to participative management and a resultant sense of confusion with regard to the function of leadership. In most units there seems to be an informal dispersal of leadership roles, with expertise and personality characteristics being the determining factors. However, in the Cataloging Unit the leadership function has remained unclear. A number of factors seem to affect this situation including failure to divide supervisory tasks. However, the most significant factor seems to be personality conflicts of a long-standing nature which exacerbate work problems and often prevent their solution. An effort to resolve the situation has been made by individuals within the unit, but with limited success. It may be that outside assistance is warranted.

For the library as a whole most interviewees felt that leadership, even with participative management, should come forcefully and directly from the library administration. There is a general feeling that the director should be more of an activist, intervening when problems reach an impasse within units or when units seem incapable of solving difficulties. He should act decisively as a necessary outside catalyst for problem solving. The director's lack of action has led to a definite feeling of polarization between the administration and the staff, particularly on the part of some support employees who feel that the administration is not interested in the functioning of the units.

Many people feel that accomplishment of good work is in itself a reward, but that commendations are a necessity to good morale. Most feel that participative management and the Academic Library Development Program have helped to improve morale, but together with a better definition and understanding of participative management, more encouragement from the administration is essential. External motivation is also necessary at all levels. The opinion was expressed that motivating others is an essential part of leadership. The administration must provide this motivation and exercise strong leadership in the development of an improved management system for this library.

Summary of Survey Results Three questionnaires were distributed to all library staff to gather opinion on a number of issues related to supervision and leadership. The response rate was excellent: 90 to 95 per cent. The Statistical Package for the Social Sciences was used to process the data received and the data outputs are available to all staff members. The summaries of the data given here provide a general impression of the overall results and a counterbalance to the interview information concerning leadership and supervision provided above. Limitation of time prohibited merging the interview and questionnaire data; hence this separate report on the questionnaires.

The Human Resources Survey was a modified MRAP instrument composed of 28 multiple choice questions designed to elicit responses in six general categories: motivation, decision making, supervision, communication, goals, and work performance within the library. After processing, the answers to the questions were grouped within these categories. The answers of individuals were reformatted and averaged to give generalized responses of excellent, good, fair and poor. It is notable that for all averaged categories, except work performance, there were no "poor" ratings, leading to the conclusion that in general staff feeling and opinion tends to be positive concerning the library as a work environment.

In order to obtain a basis for comparison, the Human Resources Survey included a request for information about each respondent: whether faculty or support staff; number of years service; and unit. The Special Collections Unit, the Automation Unit, and the administration were grouped in a unit category entitled "Other." Due to its small size there is really no valid basis for comparing the last group with the others. However, in the general categories of faculty-support staff and years of service the responses of this group were considered. Except for years of service, the same information was requested on the other two sets of questionnaires. The discussion of data will reflect the use of this information. At no time were comparisons made which might identify individuals. Generally speaking, unit, faculty, support staff, and years of service were used as a basis for comparing the six categories.

Motivation questions attempted to determine how the library environment was affecting the work motivation of individuals by asking the question directly, and by asking how well the individual's skills were being utilized and his work problems understood. An excellent or good rating was given by 91 per cent of the staff for motivation factors, with little variation between faculty and support staff opinions. Among the units, acquisitions and circulation awarded generally higher ratings for motivation than cataloging and reference. It is noteworthy that the Reference Unit had a more negative appraisal in five of the six categories.

With the initiation of participative management the staff's attitude toward supervisory and the decision-making processes becomes extremely important. The category of supervision included questions about the effectiveness of unit supervision, library supervision, personal supervision by others, and individual training. Questions on decision making included the amount of individual involvement in both the unit and the library. There was little difference between faculty and support staff opinion on the effectiveness of supervision, which was rated excellent by 11.4 percent, good by 54.5 percent, and fair by 34.1 percent. On the whole, the quality of supervision is judged better by those who have been working in the library for two years or less, or about 42 percent of the staff. The training aspect of supervision is worthy of particular note. Most interviewees indicated the need for a strong job-training program, yet better than 60 per cent of the survey respondents indicated that a great deal or a substantial amount was being done already. This probably relates to the fact that new staff tend to be given the greatest amount of training and supervision, and those interviewed were primarily staff who have been employed for some time. Circulation, Acquisitions, and Cataloging thought that a better job of supervision was being done than did Reference.

Not surprisingly, librarians feel a more direct involvement in the decision-making processes of the library which included decision making about work processes and policy in the unit and in the whole library. While about 29 percent of the support staff gave a "fair" rating, all librarians indicated an "excellent" or "good" rating. The support staff feel a much more active role in the decision-making process of their units than they do in the library as a whole. Circulation followed closely by Reference indicated fuller representation in decision making than Cataloging or Acquisitions. This is significant because Reference usually gave lower ratings in other categories.

Acquisitions, on the other hand, broke its usual pattern of being the most positive and gave the lowest ratings, even for involvement in unit decisions. It is worth noting that Cataloging ranked high for the category concerning decisions (just behind Reference) and was the highest of all the larger units including Circulation for involvement in unit decision making.

The category of communication involved questions concerning the exchange of information necessary to perform job functions and to understand what other units are doing, the use of the individual's ideas in the unit and the library, and the freedom to discuss work openly. Most individuals (80 percent) rated the library good or excellent and librarians gave a slightly better rating than support staff. The differences between the units were not great, but Cataloging and Circulation gave generally higher ratings than Reference and Acquisitions. Support personnel feel more inhibited in expressing ideas about their work within the unit, though more in Acquisitions (79 percent) than in Cataloging and Reference (57 percent and 50 percent

respectively) feel very free or quite free to discuss issues. Paradoxically, this differs considerably from the higher ratings given by support staff to involvement in unit decisions. The reason may be that opportunities are provided for involvement in unit decisions, while individuals usually must take the initiative to discuss their own work.

The concepts of goals and work performance evaluation are somewhat related. The category of goals included questions about staff support of library and unit goals; achievability of library and unit goals; and clarity of unit goals. The questions did not ask whether goals were actually written or merely understood. More than 95 percent of the staff rated the concept of goals "excellent" or "good," yet the interviews indicated a need for spelling out goals in more detail. Librarians supported library goals more enthusiastically than those of their units, while support personnel more readily support the goals of their units than those of the library. There were no significant differences within the staff concerning the clarity of unit goals. Better than 82 percent felt that they were reasonably or completely clear. Between 63 percent and 83 percent of Acquisitions, Cataloging, and Circulation rated goals excellent, while Reference's rating was 37.5 percent. All units gave a combined rating in this category of around 90 percent good or excellent. Years of service has no apparent effect on the ratings of goals.

The work performance evaluation covered questions about individual involvement in the evaluation of the library and unit work performance, and appraisals of the adequacy of criteria for evaluating staff, units, and the library. There is little difference between the ratings of support staff and librarians with better than 56 percent giving only a "fair" or "poor" rating. Reference had relatively the most negative response with 75 percent answering "fair" or "poor," while Acquisitions was a bit more positive than other units with only about 47 percent indicating "fair" or "poor." A negative rating increases as number of years of service increases. This is a result which is similar to that concerning supervision, particularly its training aspects. The overall negative survey results parallel the feelings expressed in interviews that the library should develop its own system of evaluation for support personnel.

Two other questionnaires were administered to the staff, both validated and reliable instruments for opinion gathering or attitude measurement. The results of the scales were compared to the three factors: support staff, faculty, and unit. Years of service was not included on this set of questionnaires. The "T-P Leadership Questionnaire"* is usually applied as a means of identifying the leadership profile of supervisors on a twofold scale of concern for task (T-score) and concern for people (P-score). A high T-score

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* J. William Pfeiffer and John E. Jones. A Handbook of Structured Experiences for Human Relations Training. (San Diego: University Associates, 1974), pp. 7-12.

indicates a leadership style which can be described as autocratic and which results in high productivity, while a high P-score means laissez-faire leadership resulting in high morale. The most important score is, however, the shared leadership (SL-score), a combination of the T- and P-scores, which results in both high morale and productivity. It was felt that it might be fruitful to measure all staff members' T- and P-scores since in the participative management experiment each person is expected at some time to demonstrate leadership and supervisory behaviors.

For the "T-P Leadership Questionnaire," the possible T-score ranged from 0-20, and P-score 0-15 and the combined SL score 0-25. The actual ranges for library staff were T-scores of 1-16, P-scores of 5-14, and SL-scores of 1-11. Interestingly the bulk of both support staff and librarians (64 percent) fell in the high range (10-15) in their concern for people score (P). By contrast support staff were fairly evenly distributed across the full range (1-16) of values presented on the concern for task score (T) and librarians were clustered (about 88 percent) in the upper middle range (7-11). The shared leadership scores (SL) of most of the staff were distributed throughout the middle range, with 10 percent of the support staff topping everyone in the high range. The combined SL scores of Reference were clustered in the top of the middle range (71 percent) while Circulation was near the lower end. The other units were evenly distributed throughout the whole range. It should be noted that a high P-score combined with a low T-score would result in a low SL-score, and this occurred with Circulation.

The third questionnaire consisted of two scales for measuring "Attitude Toward Any Practice."* One applied to hierarchical management (HM) and the other to participatory management (PM). Though both practices were defined for purposes of administering the scales, it must be recognized that present and past experiences at Atkins library have shaped attitudes beyond the definitions given.

The attitude measures were applied to HM and PM to obtain a comparison of staff opinion toward these practices, and in order to gauge the effect of the application of PM on staff opinion during the interim period. On a possible scale of 0-11 the staff ranged from 5-10 for PM and 0-9 for HM, the higher the score the stronger the agreement with the practice. Both faculty members and support staff showed attitudes more favorable to PM than to HM. All faculty members ranked PM higher, while 25 per cent of the support personnel showed attitudes equally favorable to both, or more favorable to HM. These attitudes were evenly distributed among the units. The experience with PM has therefore apparently been more favorable than with HM in spite of the expressed need for more clarity and assistance in

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* Marvin Shaw and Jack M. Wright. Scales for the Measurement of Attitudes. (New York: McGraw-Hill Book Co., 1967), pp. 123-26.

this management practice. These results are a good indication that the library should proceed with an active well-defined program to fully implement PM.

Even though the questionnaire data did not reveal any dramatic differences with the interview information, the overall tone of the information was more positive. This may be due to the intrinsic differences between a verbally expressed opinion and the controlled response to a written questionnaire. However, the quantitative data does provide more detailed information from more individuals, and thus allows some generalizations about each department which would not otherwise be possible. The overall ratings in Acquisitions for the categories established in the Human Resources Survey were very high, reflecting the prevailing esprit in that unit. This makes all the more noteworthy the indication that there was less involvement in decision making in Acquisitions than in all other units. At the same time the freedom to express ideas about work within the unit was highest. More than the other units, Acquisitions, with 1-$\frac{1}{2}$ librarians, would appear to be in a position to fully implement a PM system and might serve as something of a model for the other units in work relations.

Circulation, like Acquisitions, had generally high ratings for all six categories, though there is a significant minority which gave more negative results. This may well be the result of the drastic physical separation of the two components with resultant effects on work relations. Decision making in Circulation is well dispersed and there is satisfaction with the process of communication and freedom to discuss work problems. Circulation is notable for the fact that it is the largest unit in the library having no librarians, yet has no apparent difficulties identifying or working with other units or the library as a whole. This contrasts with the results for support staff in other units who generally identify more strongly with their own or unit needs and express less concern for or identification with the problems of other units or the library as a whole.

Compared to all other units, Reference generally had lower ratings. Reference personnel expressed a need for better supervision, especially in the training aspects, and gave the strongest indication among the units for the need to improve work performance evaluation and to clarify library and unit goals. However, some noteworthy exceptions are evident, particularly with regard to decision making, which is well distributed. Moreover, Reference showed a relatively high ranking in the shared-leadership score. Combined with its decision-making process and improved staffing, this may make Reference a very effective unit with excellent work relations.

Cataloging is the most difficult unit for which to summarize results because of some seeming contradictions between interview and questionnaire data and between the unit's view of itself and that held of it by outsiders. It is clear that the large turnover in staff (about 1/3) and the changing

management system has transformed the situation, yet old problems are still fresh in the memory of those staff members who have worked in the library several years. In general, Cataloging gave lower ratings than Acquisitions or Circulation in the categories of the Human Resources Survey, but higher than those of Reference. Cataloging rated unit decision making and library and unit communications higher than Acquisitions or Reference. This would indicate the basis upon which to build improved work relationships. However, attention should be paid to an admitted reluctance on the part of some support staff to express ideas about unit work.

Recommendations

1. All library personnel should have written job descriptions. Special attention should be given to librarian positions, including those of the director and assistant director. This should be completed by the end of the 1976/77 academic year.

2. These job descriptions should be reviewed annually and be available to all staff.

3. The assistant director should assume personnel responsibilities, such as:

   a. Dealing with interpersonal relations
   b. Overseeing a staff development program
   c. Initiating a general review of all classified positions for possible reclassification.

4. The administrative assistant should handle routine paper work and communications associated with personnel such as:

   a. Gathering information, writing for references, and dealing with other matters connected with recruitment and hiring of personnel
   b. Distributing information on workshops, conferences, and other educational programs
   c. Maintaining records in employees' personnel files of activities which contribute to their development.

5. Employment practices for support staff should be formalized. Such things as the following should be considered:

   a. Providing for unit selection committees to identify applicants to be interviewed
   b. Establishing written internal library procedures for promotion and transfer
   c. Making available a listing of qualifications necessary for the various state classifications.

6. The assistant director should form a committee to assist in the establishment of a staff development program. Matters to be considered should include:

a. Compiling an inventory for library use of staff abilities, experience, special expertise;
b. Establishing a generalized orientation program to introduce new employees to the university and the Charlotte area;
c. Developing a detailed orientation program to familiarize employees with the operation of the library;
d. Establishing a thorough training program with up-to-date training manuals. Supervisory responsibility for coordination of training should be given to the person with the greatest knowledge of a work function's relationship to unit operations. If at all possible the person previously in the position should be involved in the training process.
e. Planning of workshops on participative management, library skills, group dynamics and interpersonal relationships.

7. A formal program for advancement should be established for support employees in the library. Abilities, interests, and potential should be identified and the staff should be encouraged to develop these through training and education.

8. The director should clearly detail the management system of the library and provide a working definition of participative management for this library, definitions of a resource person and the decision-making process (e.g., expertise and its relationship to the decision-making process, particularly with regard to policy-making and decisions concerning operational procedures).

9. Based on the director's delineation of the management system, the units should provide a detailed description of unit supervisory functions and general guidelines for internal unit decision-making processes.

10. The Library Council, the Library Faculty, the Support Employees Association, and the Staff Association, in consultation with the director, should define their respective roles in relationship to the management system and governance of the library.

11. The library council, the Library Faculty, the Support Employees Association, the units, and all library committees should provide a monthly account of their activities which should be reported in an internal newsletter edited by the administrative assistant. Detailed minutes and reports of these organizations should be available to the staff.

12. An internal evaluation system for support staff should be developed and peer evaluation, as well as supervisory evaluation, should be considered as a possible part of such a system. The development of such evaluation procedures should be considered after the development of the management system is completed.

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LIBRARY RESOURCES AND SERVICES

Introduction The Task Force on Library Resources and Services was charged with the responsibility of determining how effectively the library is meeting user needs. While it is commonly understood that libraries exist to provide materials and services to users, it is the position of the Task Force that academic libraries exist primarily to provide information. That is to say, that users need information and it is the library's responsibility to provide that information, regardless of the form in which it may be available. Because the library obviously cannot own everything its users need, it follows then that decisions must be made concerning which materials will be owned and those materials that will be obtained on loan from other sources. This collection development activity forms the basis for all services to the library's users, but it alone is not sufficient to satisfy the needs of the users. Services must be designed to assist the users in exploiting to the fullest the resources owned by the library, in obtaining materials not owned, and in facilitating in all ways possible the search for information.

This report consists of two parts: services and resources. The first section deals in part with the library's effectiveness in assisting users to obtain needed information. It also comments on work space and facilities

and additional services. The second part of the report includes a comparison of the composition of the collection with the content of the university curriculum. It also deals with the library's effectiveness in identifying and obtaining resources most used.

In the analyses of both library services and library resources, heavy reliance was placed on the library user inquiry (see Appendix E).

Services The services portion of this report consists primarily of an analysis of the results of the library user inquiry. The task force surveyed the raw computer data and wrote narrative summaries for the eight colleges based upon this information and upon staff acquaintance with the colleges and the collection. A report comparing the university faculty/student response in the inquiry to that of the library staff was also prepared. In addition, an inventory of available services, which was based on data gathered from library unit group discussions, was constructed. No formal interviews were conducted.

The information gathered was then classified by user-function into the following six divisions: (1) document services, (2) citation services, (3) answer services, (4) instruction and consultation services, (5) work space and facilities, and (6) additional services. This terminology was based on that of the library user inquiry and that found in readings* suggested in preparation for the analysis. It is recognized that the analysis of library services has just begun. Interviews with students, faculty and library staff members need to be conducted to carry forward the work that has been done, and therefore some of the recommendations at the end of this report contain suggestions for interview questions.

// Document Services //

All units participate in making documents** available to the user. Assistance in locating documents may involve an extensive search in all units. A search is initiated for any material which appears to be missing, and the user will be notified when/if it is found. Any items not already in the collection and required urgently may be rush handled.

Proper maintenance of the collection is important if efficient document service is to be realized. All material is shelved or reshelved daily as far

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* Richard H. Orr et al. "Development of Methodologic Tools for Planning and Managing Library Services: Part III. Standardized Inventories of Library Services." Bulletin of the Medical Library Association, 56 (1968):380-403.

** "The term 'document' as used here and elsewhere in this report refers to a discrete bibliographic unit of recorded information, regardless of its type or form; it can be a journal article, book, reprint, technical report, etc., or a facsimile copy of any of these types of documents." Ibid., p. 384.

as possible. Current periodicals and newspapers are delivered to the public service area within hours of being received and checked in by the Acquisitions Unit, and are shelved the same day. Even so, a fair amount of criticism about the maintenance of the collection was received in comments added to the user inquiry. Dissatisfaction was expressed mainly with reshelving of bound periodicals, though it was also felt that books are sometimes delayed in getting back on the shelf. Another complaint voiced by students is inconvenience caused by pages being torn out of journals, though it was admitted that this mutilation would be difficult to control.

Another aspect of collection maintenance is achieved by regular inventory. An inventory of the circulating collection, Caroliniana collection, and the bound periodicals was completed in June, 1976, and the latest inventory of the reference collections early in 1975.

The interlibrary loan section can usually obtain books not owned by the library for faculty, graduate students, and undergraduate students (the latter with their instructor's permission). Photocopy of journal articles can also be obtained for a small charge.

The user inquiry indicates a maximum need by faculty for assistance from the library staff in obtaining material from other libraries, and this they felt had been very successfully met. Comments about interlibrary loan service were generally favorable.

In the importance/success portion of the inquiry, students and faculty were found to have maximum need to borrow books and journals and average need for government documents and audio-visual material. They felt the library had achieved only moderate success in meeting all needs for material to be borrowed. General satisfaction was expressed with the availability of material for course purposes and for research purposes, both of which were of maximum importance to faculty and students.

Atkins Library appears to be having average success in meeting user needs for document services if only the image survey and importance/success survey portions of the inquiry are evaluated. However, a large number of inquiry comments relating to collection development pinpoint what students and faculty perceive as gaps in the collection. Other problems occur because of difficulty in identifying and accessing materials received but not yet cataloged. The book history report, a product of the Baker and Taylor Automated Buying System (BATAB), lists all titles on order and in process. A microfiche copy of the book history is located at the reference desk, and users not finding material listed in the card catalog can consult this report. The status of monographs can be accurately determined and rush cataloging requested for items received but not yet cataloged. Nevertheless, because the book history report was designed as an acquisitions tool and provides only title access, it is not as genuinely useful as the most valuable public service

tool, the card catalog. To provide better user document service, efforts should be made to produce complete cataloging on items received as promptly as possible.

The book history report cannot provide adequate assistance in ascertaining the status of periodicals and serials. All prepaid items, including periodical subscriptions (most are billed in advance), appear in the book history report as received, even though they may not have actually arrived. Because it was expected that the computerized periodicals and serials list (PASL) would supply regularly updated information about new serial titles and back volume additions, such limitations in the book history originally were not considered important. However, since PASL now appears irregularly, the actual status of periodical and serial orders must often be determined by contacting the Acquisitions Unit.

Comments also reflect concern from the faculty that some books requested for purchase are either ordered much too slowly or not at all. It should be noted that during the current year the cycle for ordering books has been radically changed by establishing two major deadlines instead of only one. This may even out the acquisitions work load which will in turn shorten the lapse time between receipt of a request and the actual point of ordering.

// Citation Services //

The Reference Unit, being the key citation service point, attempts to correct citations for the users when they have incomplete or inaccurate bibliographic descriptions. On occasion the other units also assist with verification of documents. Various bibliographic tools such as the card catalog, book history, PASL, Books in Print, the National Union Catalog, OCLC data base, North Carolina union catalog, Metrolina Union List of Periodicals and Serials, and indexes, abstracts, publishers catalogs, foreign bibliographic sources, etc. are utilized in this process. Effective and efficient citation service is possible only through proper maintenance of the access tools listed above and through the support of all other units of the library.

In addition, reference personnel make available citations to documents relevant to user-specified subjects by providing previously prepared or on-demand bibliographies for specific subjects. Also, Acquisitions, Cataloging, Circulation, Reference, and Special Collections provide alerting services to certain users by various informal means, such as routing brochures, book covers, catalogs, and notification of the availability of new library materials.

Results of the user inquiry indicate general satisfaction with the library citation services; however, there was some need indicated for more assistance from the library staff in use of the card catalog. Concern was also expressed that all library materials should be listed in the card catalog.

// Answer Services //

All units participate in providing answer services. These range from giving directional information and informing users of library policies, to such things as locating addresses for obscure publishers. The information provided includes:

Simple facts (e.g., address, spelling of name)
Simple summaries (e.g., biographical sketch prepared from multiple sources)
Complex facts (e.g., compilation of conflicting data)
Critical reviews

Location of complex data such as statistics generally requires the assistance of reference personnel.

The importance/success portion of the inquiry asked users to rank their need to locate simple facts and complex data for course, research, and general purposes. Students ranked "locating simple facts for course purposes" and "locating simple facts for research purposes" as maximum informational needs. They indicated the library provided for these with only average success. Faculty indicated little or no need in these areas. They did, however, have a significant requirement for citation services in locating complex data for research purposes. Comments made by the students and faculty as well as the library staff suggested the need for an information service desk. Of particular importance in this area are the remarks made concerning the impression the library staff gives to the user. Along with many positive comments, students and faculty indicated that the library staff sometimes appears "too busy to help."

// Instruction and Consultation Services //

Reference, more than any other unit, is involved in library instruction on a formal and informal basis. Formal instruction is provided by tours for university and non-university users, by orientation for freshmen and new faculty, and by classroom instruction. In 1974/75 sixty classroom lectures, forty-seven undergraduate and thirteen graduate, were given. In addition there were sixteen lectures to special groups. In November, 1974 the first reference bibliographer (social sciences) was added to the staff. With the addition of science and humanities bibliographers in July, 1976, further expansion of classroom activities is anticipated.

Informal instruction in the use of the library and library tools is performed daily by personnel working in the public service areas. For example, circulation staff very often assist users with PASL, and cataloging unit members give directions on the use of the card catalog while working in that vicinity. This is in addition to the daily informal instruction provided by members of the reference unit.

In 1973/74 a slide/tape presentation introducing the J. Murrey Atkins Library was completed and has been used extensively for classroom lectures and orientation. The "Atkins Library Mini-Guide" is available at the card catalog and reference areas. Additional instructional aids such as "Using ERIC in Atkins Library," have been prepared by reference personnel.

Both faculty and student response to the user inquiry indicated no great need for a required course of library instruction. They were only slightly more favorably inclined toward either an elective course, or library instruction as part of an existing required course, but enthusiasm was expressed for more informal instruction on the use of the library, particularly for self-directed guides. In their comments students said the library is difficult to use and indicated a desire for more printed instructional material.

Regarding the need for assistance from the library staff, the inquiry revealed students and faculty were having only average success in fulfilling their needs. Comments of both high praise and adverse criticism were added. There is room for improvement: the staff are not always as approachable, communicative or helpful as they should be. Some expressed a feeling that the library is understaffed, which likely contributes to its providing only "average" service.

// Work Space and Facilities //

Comments from users on work space and facilities indicate that there is an adequate number of tables available in the library, but also that there is some dissatisfaction with the present arrangement in the stack area. Tables seem to promote conversation and should perhaps be separated from carrels. There seems to be a need for enforcement of quiet study areas, especially so in the reserve reading room. Students, library staff, housekeepers, and copy machines were mentioned as factors contributing to an undesirable noise level.

The inquiry results suggest that a change may be desirable in the length of assignment for at least some of the private study rooms; a need was expressed for availability of these rooms on short-term basis, i.e., hourly, daily, weekly.

According to the survey, additional open individual study stations are necessary, but in fact it may be that the available carrels are spaced too closely together, or that additional carrel groupings such as those in the reserve room and in the current periodical area are advisable instead.

Users are frustrated by the inconvenience of the stack tower, the inaccessibility of the reserve reading room, the slow and unreliable elevators, and the frequently inoperative copying machines, all of which may impede the retrieval of information.

Additional comments indicate a concern about the locations of audio-visual equipment and materials,and audio-visual circulation policies. It seems to the user that there is duplication of resources and services in the library and the learning resources center.

It appears that existing library lounge areas are adequate to meet the needs of both faculty and students. Presently, there are seven such areas, providing a total of forty-nine seats.

In spite of many negative comments, work space and facilities are seen as useful, attractive,and helpful by many of the faculty and students. In contrast the library staff see library work space and facilities as being uncomfortable, crowded, and poorly designed.

// Additional Services //

Included among supplementary services offered by the library are the following:

Money-changing service provided for use of photocopy machines, pay phones, etc.

Emergency paging of library users

Provision of on-the-spot clearance of library bills during student registration

Maintaining a lost and found service

Coordinating exhibits

Provision of a public bulletin board

Provision of a dormitory bookdrop

Examination of the inquiry comments revealed requests for other services such as:

Provision of a bookdrop near the Denny parking lot

Provision of return of books to other UNC libraries

Allowing students from surrounding colleges to check out UNCC books on non-UNCC I.D. cards

Establishment of a refreshment area

In addition, faculty and student comments on the survey form indicated some dissatisfaction with present library hours. Suggestions included extending daily hours, e.g., 7:00 a.m. to 2:00 a.m., and extending weekend and holiday hours.

Library Resources

// Development of the Collection //

The 45,000 volume Charlotte College Library collection formed the basis of the library holdings of the University of North Carolina at Charlotte. This collection was accepted in its entirety upon the establishment of the university, and even subscriptions were continued uninterrupted. At this point, the collection was small and the quality somewhat uneven because it had developed under the constraints of limited funds, facilities, and staff. Gifts, which were so important to its growth, had been accepted in a fairly unrestricted manner. Nevertheless, many proved quite valuable. The current periodical collection was decidedly strong, although retrospective periodical holdings were lacking.

After the establishment of UNCC as such, allocation of funds for library materials to colleges and departments placed responsibility for collection development with faculty in the academic areas. Due to inadequate library staffing coupled with a limited amount of money in the general fund, librarians soon became somewhat dissociated from collection building activities and involved themselves more with facilitating the ordering process.

Fiscal 1975 marked the advent of a four-year period during which the library was awarded "catch-up" funds--money allocated by the state to allow institutions to bring their library holdings up to accepted standards. The library and the colleges and academic areas were faced with the problem of how to expend a nearly doubled book budget (i.e., state funds requiring encumbrance within the fiscal year), and the lack of organized collection development assistance from the library became acutely apparent. Also during this period, actualization of the long-discussed concept of having reference subject specialists, part of whose responsibility would be to assist with book selection in their respective areas, took place, and a social sciences reference/bibliographer was hired. As previously mentioned, two additional subject specialists have since been added to the reference staff.

The demands made on the acquisitions staff because of the drastically increased funds forced the unit to organize so that support staff could assume much of the responsibility for executing the ordering processes. Librarians in the unit are making efforts to evaluate the library collection and recognize areas requiring particular attention. They are involved in establishing levels of collection building appropriate for the various academic programs, and are actively assisting in selection of general and departmental library materials. However, at this time no organized program exists through which librarians and departmental faculty can cooperatively identify and agree on the library

needs of academic areas and plan how those needs can best be met. Results of evaluations carried out thus far, together with the general dissatisfaction with library resources expressed by faculty and students, seem to indicate a need for greater library involvement with and commitment to a collection development program.

The following information about the library collection has been derived from quantitative and qualitative data gathering by the Acquisitions Unit during 1975/76.

// Overview of the Collection //

The Atkins Library collection is multi-format, multi-media, and rapidly expanding. Table I depicts a steady growth pattern in the number of volumes acquired over the past five years.

Table I

Year	Volumes	Growth Rate	Materials Budget	Increase Rate	FTE Students	Growth Rate	Vols/FTE Student
1970/71	137,059	+13.8%	$297,455	+ 37%	3477	+34%	39
1971/72	149,927	+ 9.4%	$224,330	- 24%	4096	+17%	37
1972/73	163,968	+ 9.3%	$215,525	- 4%	4600	+12%	32
1973/74	189,315	+15.5%	$241,512	+ 12%	5200	+13%	36
1974/75	207,536	+ 9.6%	$534,000	- +121%	5582	+ 7%	37

While such figures are commonly used to demonstrate strength or weakness of the collection in relation to the number of students to be served, volume count alone cannot describe the growth of the collection for this period. Not included in the volume count are microform monographs and serials, temporarily bound serial volumes, uncataloged government documents in all forms, archives, manuscripts, audiovisual materials, and miscellaneous collections of rare and ephemeral items. Many of these have consumed increasingly significant portions of the budget.

The growth of serials and periodicals collections can be observed by noting expenditures rather than title or volume count (see Table II). Rapidly increasing renewal costs have necessitated limiting funds available for new subscriptions and exercising more caution in making commitments for continuing obligations. However, back volume purchases have risen dramatically with the availability of "catch-up" funds, and general and departmental allocations, which were previously barely sufficient to support monographic needs, have been used to add to and complete periodical holdings. Increased availability of back volumes on microfilm and microfiche has made it economically possible for the library to purchase long periodical runs at reasonable cost, and over half of the back volume expenditures in 1974/75 and 1975/76 were for microform material.

Table II

Year	Renewals	Back Volumes[a]	Binding	Subscriptions Added (Number of New Titles)
1970/71	$ 66,087	$12,500	$16,044	350 (March 1970-June 1971)
1971/72	$ 72,542	$ 0	$16,078	110
1972/73	$ 83,521	$ 2,000	$24,270	420[b]
1973/74	$ 98,870	$ 8,185	$25,455	355[b]
1974/75	$140,280	$48,387	$27,988	215[c]

a. The figures for the first three years represent amounts allocated specifically for back volumes. Figures for 1973/74 and 1974/75 represent actual expenditures from departmental or serials general fund.

b. New subscriptions allocation was 5 percent of regular departmental allocation. In addition to the normal allocation, Surtman gift funds were used to purchase approximately one hundred titles.

c. Allocations for new subscriptions during the year attempted to give all departments equal buying power. The total amount for new subscriptions was substantially reduced.

// Audiovisual Materials //

The audiovisual collection increased by 10 percent in fiscal 1972 and 1973, but within the past two years growth has accelerated to 23 percent (1973/74) and 34 percent (1974/75). This is shown in Table III.

Table III

Form of Material	1970/71	1971/72	1972/73	1973/74	1974/75
Motion pictures (reels)	11	11	66	116	205
Filmloops (cartridges)	109	109	139	195	216
Videocassettes					6
Kits	38	38	66	114	143
Phonodiscs	1452	1888	2248	2594	2542
Short strips (strips)	96	96	96	96	96
Slides (frames)	786	786	786	802	2817
Phonotapes (reels)	135	135	136	293	386
Filmstrips (strips)	1434	1434	1482	1684	1662
Study prints (prints)	70	70	70	70	70
Transparencies (prints)	132	132	132	360	358
Charts (sheets)	22	22	22	22	22
Stereographs (graphs)	30	30	30	30	30
Prints				86	105
Realia (models and games)	1	1	1	54	86
Total Pieces	4316	4752	5274	6516	8744

During fiscal 1975, $26,342 or 15.8 percent of the $166,694 expended for non-serial materials was spent for audiovisual materials. Some departments spent more than half (one as high as 82 percent) of their total materials allocations for audiovisual items. This trend should be observed closely in order to anticipate adequately the needs for providing service, staff, space, and necessary equipment. Departments may need to be made aware of the choices they are making. Where audiovisual materials are emphasized, book and journal purchases may be reduced because of the high cost of non-book items. Judgments may have to be made on the basis of whether the materials are primarily for classroom use or for use by individuals. Consideration will also have to be given to the relevance of certain audiovisual items to a department's curriculum, and the duration of their usefulness. Identifying departmental emphases would better identify their needs for various types of materials.

// Government Documents //

A survey of government documents indicates another area of dramatic growth. Table IV reveals a 192 percent increase in hard copy documents over a four-year period and an eleven-fold increase in microforms.

Table IV

	1970/71	1971/72	1972/73	1973/74	1974/75
Documents - Hard copy	23,982	33,843	47,619	52,566	70,122
Documents - Microforms (pieces)	18,729	44,520	71,730	193,706	236,477

As with audiovisual materials, rapid expansion in the government documents collection has important implications for service, especially considering the proportion of materials in microform and the difficulty of access to these materials. Microform readers and storage containers, as well as space in which to use them, must be planned for.

The government documents collection consists of U.S. and U.N documents. There is no organized state documents collection, but the bulk of North and South Carolina documents owned by the library are cataloged in the Caroliniana collection.

Significant collections which have been added since June, 1975 are National Technical Information Service documents selected for the use of criminal justice students and the Geological Survey Professional Papers. The library has also recently become a depository for National Aeronautics and Space Administration documents on microfiche. Some 2,400 fiche were added during the first six-month period. Even more recently, the library has become a depository for the Defense Mapping Agency.

The government documents area also contains most of the 1,690 maps owned by the library, although maps are also to be found in the Caroliniana area and in Special Collections. At present there is no bibliographic access to these maps. Use of the maps depends upon the knowledge of the public service librarians and the persistence of the user.

The entire government documents collection represents a wealth of resources, relatively unknown to the user, access to which depends almost exclusively upon the referrals of public service staff and/or specific directions of faculty to their classes.

// Miscellaneous Microform Collections //

Located in the microform reading area (but not included in the previous count of microforms) are the following: the Congressional Information Service microfiche, the Annals of Congress, 1789-1824; The Register of Debates in Congress, 1824-1838; the U.S. Census publications, 1790-1960; American Architectural Books; the Microbook Library of English Literature, Beginnings to 1660; Slave Narratives; Prince Society publications; the Evans bibliography; and Slavery Source Materials. With the exception of the last three, these collections are uncataloged. In some cases indexes are cataloged but there is no indication in the public catalog that the collection itself exists in the library. Again, the only connection between the user and the resource is the personal contact with a public service staff member who is aware of the materials.

// Special Collections and Archives //

Materials located in Special Collections are a beginning basis for a potential future research collection treating the history of UNCC, higher education, and persons, organizations, and events relating to the Metrolina area. The university archives consist of approximately 380 boxes of material, about two-thirds of them organized. In the UNCC history collection are four manuscript collections (12 boxes) and 26 publications. Collections of materials relating to Metrolina vary in size from the Golden collection of 34 storage boxes to 1-box collections. Special Collections also includes about 50 individual manuscripts. In addition to the Golden papers, the library owns literary and historical writings of Bruce and Nancy Roberts, Legette Blythe, Marian Sims, and Benjamin Gitlow.

The rare book collection emphasizes American studies of the 19th and 20th centuries. The collection consists of over 2,000 cataloged volumes. Uncataloged collections are the 110-volume drama collection, the 86-volume erotica collection, and the pre-1900 map collection.

// Miscellaneous Materials //

Scattered throughout the library are miscellaneous collections of materials, largely ephemeral, which were begun at various points in the library's development. The best known of these is the vertical file, located

in the reference area. The reference staff is responsible for its upkeep. Examination of a few subjects included shows that more vigorous, consistent effort is needed to keep the file up to date and provide adequate subject coverage. For example, the quantity and quality of materials located under "Charlotte," "Civil Rights," and "Abortion" leave much to be desired. The collections of telephone directories and college catalogs are kept up to date by the reference and reserve staffs, respectively. Other miscellaneous collections are largely overlooked. These consist of curriculum materials, standardized tests, and the business file of annual reports. These collections could meet a real need of students in education, psychology, and business. Faculty members continue to refer students to them, apparently unaware that the files are dated and poorly maintained. The nature of ephemeral materials demands that such collections be carefully developed and rigorously weeded. There is some question as to whether acquisitions staff or reference staff should bear responsibility for this material. This should be resolved and action taken to make the material current and useful. Except for the vertical file, no information cards exist in the main catalog to direct the user to any of these collections.

// Qualitative Measures of the Collection //

The American Library Association Standards for College Libraries recognizes the need for both quantitative and qualitative measures. According to its Formula A, in order to achieve the highest rating, Atkins Library should have 327,050 volumes. (Formula A is used to calculate the number of print volumes or microform volume-equivalents to which the library should provide prompt access.) This calculation is based on the fall 1975 statistics for the university: 404 FTE faculty, 6,370 FTE students, 46 major or minor fields, and 15 masters fields. Understanding the volume definition given to include unclassed government documents, and microforms converted to volume equivalents, the library collection is calculated to consist of 370,410 volumes as of July 1, 1975 (see below). Not included in this count are the collections of uncataloged microforms referred to earlier and the unclassed materials in Special Collections.

Bound volumes	207,536
Cataloged microforms	
Serials microfilm reels	5,355
Monograph microfilm reels	187
Serials microfiche and cards 2,295 (divided by 5)	459
Monograph microfiche and cards 47,265 (divided by 5)	9,453
Unclassed government documents	70,122
Unclassed microfiche or cards Microfiche or cards 236,473 (divided by 5)	47,294
Microfilm reels	4
Total Volume Equivalents	340,410

Computed on this basis the collection surpasses the volume count suggested for the rating in the standards by 13,360 volumes. There are problems with such a quantitative approach, however. Are the volumes owned by the library relevant to the needs of the users? One collection included in the above count points out the inherent weaknesses in the quantitative measure. Included in the unclassed government documents are a large number of Atomic Energy Commission technical reports, given to the library during 1973/74. While this gift may indeed prove valuable in the future, it is not directly relevant to the university curriculum and is not very often used by the students or faculty. This is an obvious example, but there are no doubt many others.

The library's serials collection has not been compared to a quantitative standard. The statistics which follow resulted from an actual count in the periodical and serials list dated February 12, 1976. From a total of 6,031 serial titles held by the library, 4,206 (70 per cent) are on subscription. Length of run was also derived from the PASL holdings. These figures do not include monographic sets or looseleaf services on standing order. See Appendix K for further details.

For qualitative measures the ALA standards suggest the use of both general and standard scholarly bibliographies for each discipline taught. During the current year, the second edition of Books for College Libraries (BCL) was checked against the library's shelflists. Of the 38,651 titles recommended, the library owns 47 percent. In 1969 the first edition of BCL was checked. While the two lists are different, it is interesting to note that the percentage of titles owned from that list was 34 percent. Considering that the library has spent over 2.25 million dollars since the first list was checked, and that the number of titles in the second list was reduced by approximately 20 percent. it would seem that the overall increase in percentage owned should have been higher. Comparison of holdings in classification areas relevant to the disciplines taught shows a range of from 20 per cent in Russian language and literature to 66 percent for urban and environmental engineering and for criminal justice. In 1969 the discipline percentages ranged from 9 to 50 percent. The uneven quality as reflected in the BCL check is treated in more detail in Appendix L.

Qualitative measurement of the library's serials holdings is somewhat difficult in that a definitive list does not exist. Major indexing and abstracting services have been checked and percentage of library holdings calculated. Except with such generally accepted tools as Social Science Index, Humanities Index, and Business Periodicals Index, it is difficult to say what percentage of titles the library should hold, and further knowledge of departmental emphases would be required in order to make this judgment. One obvious conclusion drawn from this operation is that the library is particularly weak in foreign language periodical holdings. This is especially notable in the sciences, creative arts, and architecture. The Science Citation Index was

consulted with more favorable results than those obtained from sample checking of the science abstracting services. (See Appendix N.) More thorough checking of indexes and lists of recommended titles should be carried out and the results conveyed to departments.

The length of run percentages shown in Appendix K are especially significant in view of funding now available for purchase of back volumes. The overall length-of-run averages for serials held by the library are: less than 1/3, 36 percent; 1/3 to 2/3, 25 percent; 2/3 or a run or more, 39 percent.

The user questionnaire referred to earlier provides another means of evaluation. The image survey queried the user's attitude toward the collection. Averaging the responses resulted in a picture of the collection as generally mediocre, with the faculty inclined to think the collection weak, inadequate, small, poor and inferior. In the second portion of the questionnaire, the importance/success survey, books and journals were rated as most important and the success level fell below the need level. This is the one clear indication of the source of the perception of mediocrity and inadequacy represented in the image survey. Interestingly, the level of need for audiovisual materials and government documents was equalled by the level of success. At least two possibilities exist for explaining this--the collection meets the needs of the user in the area of government documents and audiovisual items, or, the user is unaware of the potential value of these resources and is not adequately prepared to describe his need and level of library success in meeting it.

// The Collection and University Programs //

The most critical measure of the academic library collection is its degree of correlation to the instructional and research concerns of the university. Because of the time limitations on this study, it was impossible to examine and prepare an accurate description of the collection needs of each of the major fields and areas of concentration offered by the eight colleges which comprise the university. Therefore it was decided to look at the colleges in a general way and to make suggestions for a continued study. These suggestions are included as recommendations at the end of the report.

The colleges were studied from documents which describe course offerings, enrollment, and projected plans for the future. The library user inquiry was tabulated by college and the results were used to describe the college's image of the collection, its needs for various forms of materials, and the library's levels of success in satisfying those needs. No interviews were conducted; however, additional information based on the experience of the acquisitions librarians and others is included. Various means of evaluating the collection in relation to the needs of the colleges were used.

Quantitative measures were used to identify the areas of the collection which would be most expected to support the course offerings of each college. Each college was assigned a broad area of the Library of Congress classification system: no class was assigned to more than one college. Cataloging statistics kept by classification were used to measure collection strengths for each college. (See Appendix O.) The same call number approach was taken in counting serial titles from PASL. (See Appendix K.)

A quality measure for monographs was provided by the check of BCL using the same arbitrary LC class assignments for each college.

No attempt was made in this study to analyze the government documents or audiovisual collections in relation to how well those materials presently meet the needs of the colleges, although the proportion of college allocations used for audiovisual materials was obtained from BATAB year-end cost statistics for 1974/75.

Narrative descriptions of the colleges, their programs, and relevant library collections are found in Appendix P.

Recommendations

// Services //

1. Improved maintenance of collections.
   a. More manhours should be provided for shelving, especially for bound periodicals.
      Referred to: Administration, Circulation Unit.
   b. A study should be made to determine ways to provide more effective use of periodicals. The following questions might be asked: Should use of periodicals be limited to certain areas? Should periodicals be intershelved with the general collection? Should more photocopy machines be provided in the periodical area?
      Referred to: Administration, and a representative committee of the Circulation, Reference, Cataloging, and Acquisitions units.

2. More assistance in using the card catalog.
   Means for providing faculty and students with more assistance from the library staff in using the card catalog should be found.
   Referred to: Reference Unit.

3. More complete listing of library holdings in card catalog.
   All library materials should have some form of bibliographic access through the card catalog.
   Referred to: Cataloging, Reference, Special Collections units.

4. Prompt updating and more regular production of the periodicals and serials list.

All new serial and periodical titles received in cataloging should be immediately entered in PASL as "being cataloged." Back issue and volume additions should also be entered as quickly as possible. PASL should appear at least once a month on a regular schedule.

Referred to: Automation and Cataloging Units.

5. More rapid cataloging of monographs and serials.

The card catalog should be recognized as the essential public service tool and should be kept as complete and current as possible.

Referred to: Administration and the Cataloging Unit.

6. Prompt ordering of requested materials.

Studies should be made in the following areas with the intent to improve response time both within and outside the library:

Average length of time between receipt of request and time of actual order.

Average length of time for orders to be filled by various vendors.

Referred to: Acquisitions Unit.

7. Improved answer services.

A thorough investigation should be made of the type and extent of information provided by the four present service points.

Referred to: Administration, and all library units.

8. Improved instruction and consultation services.
   a. Provision of self-directed tours should be given priority.
   b. The library mini-guide should be updated with the format improved to make it more attractive; it should be advertised and distributed more extensively.
   c. Faculty members should be contacted by bibliographers and encouraged to use their services for classroom and library instruction.

   Referred to: Reference Unit.

9. Improved work space and facilities.
   a. Further study of the library's work space and facilities should be made to determine feasibility of relocating units and sub-units as necessary in order to provide better service.
   b. Further study and analysis of the audiovisual question should be undertaken to determine most effective use of personnel and facilities in provision of audiovisual services.
   c. More directional signs should be provided in the library.

d. The method of assigning private study rooms should be reviewed.

e. Further investigation of "noise pollution" within the library should be conducted.

Referred to: Administration.

10. Improved additional services.

A study should be made to determine the types of additional services the library ought to provide.

Referred to: Administration.

11. Continued analysis of services.

The analysis of library services should be continued, with particular emphasis on formal interviewing of library users.

Referred to: Administration.

// Resources //

1. Organize a collection development program.

Subject bibliographers and acquisitions librarians should plan and coordinate efforts to further survey colleges and departments in order to learn methods of teaching employed, particular requirements and emphases, plans for the future, etc. Interviews should be conducted with deans, library representatives, library committees, and other faculty involved with particular instructional areas. An effort should be made to identify titles of reviewing media which will be regularly consulted and ordered from. It is also advisable to investigate, with faculty cooperation, approval plans, even if on a limited basis (certain publishers or specific subject areas). It is also recommended that results of collection analysis studies and annual statistics indicating collection strengths and significant changes and additions be relayed to deans, department chairmen, and library representatives so that they might acquire increased awareness of changes within the collection, as well as knowledge of how their particular college is spending its library materials money.

Referred to: Administration, which should direct this recommendation to an appropriate committee representing subject bibliographers and acquisitions librarians, etc.

2. Immediate attention should be given to collection weaknesses in the most obvious areas.

The Nursing and Architecture departments as well as Foreign Languages require such attention.

Referred to: Appropriate subject bibliographers and acquisitions librarians.

3. Access to uncataloged materials should be improved.

This could be done by cataloging some or all of the materials, providing information cards in the catalog to alert the user to the existence of such materials, making certain that such collections are properly indexed and that the cataloging for the indexes indicates the existence of the material in the library.

There are also service implications in this area, and while public services staff should not always bear primary responsibility for alerting users to uncataloged materials, they should be completely aware of the resources available and suggest their use whenever relevant. In the area of government documents, primary responsibility for assisting users rests with public services.

Referred to: Reference and Cataloging units.

4. Identify staff and procedures to update, reorganize, and maintain files of uncataloged material.

This recommendation refers to the vertical file, which could be made a much more useful tool, corporation annual reports (originated by the business honorary fraternity, but never kept up), the projected newsletter shelves, library newsletter shelves, etc. The materials involved are mostly free or inexpensive, usually requiring written solicitation.

Referred to: Acquisitions, Reference, and Cataloging units.

5. Statistics

This study has demonstrated the usefulness of statistics and also the difficulty of pulling them together for collection analysis purposes. It is difficult to locate all statistics on any one subject in any one place. It is recommended that the library conduct an annual review of cataloging and acquisitions statistics (and other statistics deemed important). An effort should be made to make serials ordering statistics in BATAB more meaningful. It is also recommended that all statistics be centralized in an organized fashion.

Referred to: Administration, and all units.

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TECHNOLOGY AND FACILITIES

Introduction The Task Force on Technology and Facilities was charged with developing a systematic approach to incorporating improved techniques and tools into the work of the library.

Information gathered from selected readings in various library journals and related materials, from the assessment of needs that was conducted, and from the user survey, formed the foundation for interview questions. The limited amount of time available permitted only thirteen formal interviews; however, it was felt those interviewed presented a representative view for the library. The task force talked with two persons in the computer center about technology.

Interviews were designed to discover how new technological advances have been incorporated in the library. Interviewees were asked to respond to questions concerning the following aspects of current, defunct, or projected systems: planning, training, transition, implementation, and evaluation. In-depth questions were also asked concerning relocation and arrangement of units, allocation and effective use of space, equipment needs, lighting, and climate control throughout the library. Facility and

space inventory worksheets were completed for all units and were evaluated to identify problem areas. Further investigation dealing with the actual physical measurement of both user and staff areas was completed.

The information obtained through these interviews formed the basis for the development of a procedure for assimilating new technology and tools into the operation of the library. With the realization that this report is only a beginning, it is hoped that it will be a major force in the improvement of the library and will constitute a firm foundation for continued study.

Facilities The function of a library building is to provide facilities for informational services, accommodations for users, space for staff activities, and housing for collections of library materials.

Approximately 27 per cent of the University of North Carolina at Charlotte's FTE enrollment resides on campus. The American Library Association standard for a college library with less than 50 per cent of the FTE enrollment residing on campus calls for one seat for every five FTE students. At this time, there is one seat for every 6.9 FTE students at UNCC, although there is no apparent shortage of seats. At the present growth rate, by 1981 there will be only one seat for every 9.5 FTE students, which may cause a problem. With demands on the available space being made by the staff, great care will have to be taken in the future to see that space will not be pre-empted by the staff.

Seventy private study rooms are available for users and are assigned on a semester basis. With growing enrollment, demands for private studies are increasing. Some private studies should be available on a demand basis, some assigned on a weekly and/or monthly basis, and others for entire semesters.

When the library expanded into the eleven-story tower and three-story general services building, facilities were ample and included a microform reading room, typing room, group studies, a rare book reading room, a Carolinlana room, and a reserve reading area/education curriculum center with facilities to house audiovisual materials, the LU and LT classifications, and the curriculum file. However, the rapid growth and expansion of other departments on campus necessitated the sharing of the library building. The lower floors of the service building and all but 1,152 square feet of the original building were lost. The areas housing the special facilities listed above were reassigned for non-library use.

The loss of the original space, in addition to disturbing staff operations, infringed on user and stack areas. From a volume capacity of 480,000 with seats for 1,804 users in 1971, the library was reduced to its present volume capacity of 350,000 and user capacity of 923.

The present library was designed as an addition to the original building. At the current rate of growth, the available capacity will be reached by June, 1979. Even if the original building is regained, total capacity will be reached by 1983. The university administration has publicly acknowledged the library's need for additional space and a new building was mentioned in the university's campus master plan. However, it is urgent that as many as possible of the following space and other needs apparent in the library facility be met.

a. As more library material is being acquired in microform, there is a need for a properly illuminated microform reading room with sufficient space for the storage of a rapidly growing microform collection and viewing equipment.
b. As additional typewriters become available for student use, the need for designated typing areas will increase.
c. User concern indicates a need for group studies. Staff demands for additional area have resulted in the loss of the only three remaining group study rooms.
d. There is a need for a rare book reading area with facilities for displaying materials and accommodating readers.
e. There is a need for better listening and viewing facilities for audiovisual materials. Growth of the audiovisual collection requires additional space.
f. Library access is difficult for the physically handicapped user, due to heavy entrance doors that open outward, and the lack of access to ground floor elevators.
g. There is a need for directional and informational signs to assist users in the location of library materials, units, service points and personnel, elevators, etc.
h. Staff and user comments indicate that there is a need to provide drinking water facilities on floors 3-9.
i. There is a need for better lighting in the reference stacks and the automation office where illumination does not meet state requirements.
j. Temperature fluctuations and lack of ventilation make studying in the stack areas difficult. There is also a need for better ventilation in the Reference, Circulation, and Automation Unit work areas, and in the SOLINET and conference rooms.
k. Functional entities need to be physically relocated in adjacent areas. This would facilitate better service to the user, more efficient utilization of staff and space, and provision for future growth. Specifically there is a need for: (1) the cataloging and acquisitions units to relocate in proximity to each other; (2) the reserve reading room to be relocated near the circulation desk; and (3) the documents collection to be relocated closer to the reference desk.

Work space per se is sufficient in all units except the Circulation Unit, which is in critical need of additional work stations and a parking and service area for book trucks, and Reference, which has had to occupy the three group study rooms on the main floor and a public lounge area on the second floor. Relief for these units could be provided by remodeling present facilities or regaining some of the lost space. Neither consideration is feasible at this time. Investigation shows that work space is not used efficiently in the Cataloging and Automation areas. Some rearrangement is called for before any new staff can be added.

Technology In assessing future demands for automation in the library, the possibilities of present systems--automated and manual--must be kept in mind. Once the present system is evaluated, current trends and available products can be investigated and a choice made from the alternatives. Before examining the available products and making a decision on which alternative to take, a thorough study should be conducted of the library's needs and whether or not present systems meet those needs and those of the future. After this has been completed, partial criteria for evaluating available products will be apparent. Also, factors such as cost, benefits, and risks must be taken into account. There are three alternatives to be considered in choosing new systems: (1) purchase of a system/package which will run "as is" on an existing computer or on a computer purchased specifically for use by the system;(2) purchase of a program package which will require adaptation or restructuring to meet library needs and/or existing computer system configurations; (3) design of one's own system.

This investigation of technology considers defunct systems and systems presently in full or partial operation. Also involved is an evaluation of the effectiveness and potential of these systems,including factors unrelated to the system itself, e.g., administrative reorganization and personnel change.

There are at present two major automated systems in the library--the Baker and Taylor Automated Buying System (BATAB) and Ohio College Library Center bibliographic system (OCLC).

These two will be considered in detail, but it should be noted that there are also other automated applications within the library: the periodicals and serials list (PASL), the Metrolina Union List of Periodicals and Serials (MULPS), and an audiovisual catalog. Of these, only PASL is presently in operation while the others due to a lack of staff time have given way to higher priorities. A catalog of the Caroliniana collection was projected at one time but abandoned, and a desiderata bibliography compiled in 1968 was not maintained after its initial use.

Both major automated systems are in technical services. BATAB, an off-line acquisitions system, was acquired in 1973 after one to two years of consideration and several on-site visits. At that time there were only two

other options available--to implement a system designed by the University of South Carolina or to design one locally. In-house design was not considered seriously due to the amount of time and money that would have been required; it was felt that BATAB and the South Carolina system would be basically the same and that there would be better back-up service with BATAB. The Acquisitions Department was given a year to firm up existing manual systems and some planning was done in this area to make the transition fairly smooth. One person, the head of acquisitions, was primarily in charge of this planning activity but other staff members were involved. Adequate training sessions were conducted by the Baker and Taylor representative, but almost no manuals of use to the library were provided. Manuals had to be written by the library staff during and after the actual installation. Since the system itself was not geared for use with serials, members of the Serials Department had to develop a way to allow them to use BATAB. The entire BATAB system is still being improved.

Although more visits and studies of other users' problems should have been made and more staff members involved in the planning, the major problem with BATAB was not lack of planning,but purchase of programs that needed further conversion in order to function on the university's computer system. Many programs had special features tailored to another library's needs. The necessary changes and conversions could not have been made successfully without the library's computer liaison person who worked with the programs, the BATAB representatives, and the cooperation and hard work of the staffs of the Acquisitions Department and the university Computer Center. Currently the BATAB system is working well except for the statistical module which is still under development. BATAB has enabled Acquisitions to handle greatly increased book budgets without comparably increasing staff, and to provide more frequent and accurate reports.

In 1974, Atkins Library joined the Southeastern Library Network (SOLINET) in order to participate in the shared cataloging system. An independent affiliation with OCLC would have been the only other way to tie in to such a system and would have been much more expensive. Workshops were attended by several staff members, some informal planning was done, and an attempt was made to formally study the system and plan for it. However, a SOLINET planning committee was appointed only two months before the actual installation of the cathode-ray-tube terminals. This limited time-frame did not allow the committee to study the system properly and make recommendations that could be implemented before the system was available.

The cathode-ray-tube terminals were installed in June, 1975, and a training session was held for staff members from acquisitions and cataloging who were to train the rest of the staff. Physical reorganization to accommodate the change in workflow necessitated by on-line cataloging was accomplished in October, 1975, and training of the editors in on-line manipulative

techniques began in November. In January, 1976, cataloging training began and is still going on, although the training coordinator forsees January, 1977 as the end of the formal training period for current personnel.

The amount of down-time and slow response time are seen as the main problems with the OCLC system itself. Additional problems mentioned were that staff members were not given time to familiarize themselves with the changes that would have to occur and to organize the manual systems in preparation for them. The physical reorganization for the unit and the selection of personnel to work on the terminals was delayed due to late planning. Had the SOLINET Planning Committee been appointed early enough it might have alleviated these problems. Most interviewees felt that the training periods would have been more effective if they had been set up within a definite time frame.

On the whole, the system is viewed as beneficial. In addition to cataloging, it is used extensively for interlibrary loan verification and for preorder searching and has been shown to be very useful in these respects.

One of the advantages of being affiliated with OCLC is the prospect of being able to use the other services that are being planned by the organization. Each of these services will require development and/or testing by OCLC for benefits, system load, and costs before becoming fully operational. Some of the possibilities are:

a. Cataloging and card production for serials and non-book formats, anticipated for late 1976;
b. Serials control subsystem including check-in, claiming, binding control;
c. Increased interlibrary loan possibilities including transmission of messages to the OCLC data base indicating both the title needed and the library from which it is sought;
d. On-line shelflist to be created from the local holdings records;
e. Acquisitions components of order preparation and control;
f. Subject access to the OCLC data base;
g. Access to other data bases such as ERIC and Biological Abstracts for information retrieval;
h. On-line circulation systems and catalogs.

BATAB and OCLC provide data bases which may be used for other purposes, such as an automated circulation system and a microimage catalog. Benefits of an automated circulation system are common to those of most automated systems: elimination of repetitive, time-consuming tasks, and improvements in file control, collection control, statistical data, and service to the user. This means that library materials can be effectively recorded and their use monitored, resulting in user convenience and better

staff knowledge. Circulation systems may be of two types: absence, providing data only for those items removed from their normal location, and inventory, providing data for all items whether in or removed from their normal location.

The library has investigated several commercially-vended circulation systems and is still in the data-gathering phase. There is some question as to whether to purchase a commercially-designed system or to develop a system locally. Advantages and disadvantages of either decision should be considered.

Advantages of any automated circulation system include the following: immediate availability of all circulation transactions, more records and statistics for better management, and faster production of overdue notices, listings of charges, etc. Some or all of these will occur for in-house - designed or commercially-vended systems. However, with an in-house system the high cost of development may become a major disadvantage.

Commercially vended circulation systems are the alternative to locally-designed systems, but may not be free of disadvantages. The analysis of five systems investigated and reviewed in Library Technology Reports in July and September, 1975 should be helpful to the library in making its decision since several of these systems have been considered already.

There is a definite trend toward on-line or microimage catalogs as alternatives to the card catalogs of today due to expensive maintenance and space problems encountered with the traditional catalog. However, little research, and/or written documentation about these is available. A roll film catalog produced from computer output microfilm (COM) has cost and capacity limitations but is easier to use than other microimage formats.

COM catalogs were first developed for internal use but have been used successfully as an alternative to the card catalog. Science Press, in association with Information Design, Inc., has designed a microfilm information catalog using the ROM (Read Only Memory) III COM terminal that has a capacity of 2,800,000 entries or approximately 400,000 titles. The program is compatible with the MARC format, thereby cutting input costs to a minimum. The data is available in three types of sorting: (1) standard split (author, title, subject); (2) name (author and subject/title and subject); (3) traditional dictionary. Updating is flexible to meet the individual library's needs. A modular set-up is used for replacement of equipment parts. Cost is relative to data base creation, number of titles, number of units, and the frequency of updates that each library would require.

According to Kenneth Bierman in his article "Automated Alternatives to Card Catalogs: The Current State of Planning and Implementation"* there are several reasons for the lack of utilization of on-line catalogs. The economic aspect is usually the major constraint. Waiting for the Library of Congress to take the leadership role is of prime concern to many libraries. Finally mentioned is the "lack of significant, meaningful, or useful research in the area." With further development and evaluation of existing systems, written documentation on the implementation of on-line catalogs will increase in the next five to ten years.

Little use of computer technology, except for communication devices, has been made in the area of information and document retrieval. Converting printed material into machine-readable format for computer application has technical as well as time limitations.

Although selective dissemination of information (SDI) is not a new concept, it is just now coming into use in the field of academic librarianship. Most libraries use manual techniques, but recent use of electronic data processing equipment to carry out the function and purpose of SDI seems much more efficient.

The Medical Literature Analysis and Retrieval System On-Line (MEDLINE) is a data base incorporating references to approximately half a million citations from 3,000 biomedical journals. MEDLINE is maintained by the National Library of Medicine. Its purpose is to provide information on what has been recently published on any particular biomedical subject. Encompassed by MEDLINE are citations of the current year plus two years. Back files are also available. MEDLINE has a subset which provides SDI called SDILINE. Access is by typewriter-like terminals, which are linked to computers in Bethesda, Maryland, and Albany, New York. Linkage is provided by means of telephone lines and nationwide communications networks.

Another idea fairly new to libraries, though not to industry, is the concept of computer-assisted instruction. High costs, as usual, have prevented wide-spread use in libraries; however, recent estimates indicate cost will decrease in the next six to eight years. Quality is also a major issue. Library use of "intelligent terminals," which can make some types of logic judgments, is being examined.

Current trends are indicated by the previous description of present systems and potential future applications. The 1975 Annual Review of Information Science and Technology cites trends of the 1970's. These

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* Bierman, Kenneth. "Automated Alternatives to Card Catalogs," Journal of Library Automation, 8(1975):292.

include the following:

a. Continuing cooperation among libraries;
b. National bibliographic networks;
c. Uncertain relationships among the varied constituencies, e.g., publishers, data base producers, libraries, and information service organizations;
d. Controversial and complex relationships between government and the private sector as to dissemination of information.

Results of these trends can be seen even on the international level, in efforts to standardize the format of the bibliographic record itself. Current literature indicates that the controversy over the idea of a national library network in the United States will not be easily nor speedily resolved. Some national planning has begun with the creation of the National Commission on Libraries and Information Science, established in 1971. Hopefully, future studies by this body will help to resolve some of the problems. With the recent reduction of costs for information storage devices and the availability of inexpensive input/output terminals, on-line information processing is not only a possibility but a practical and vital consideration in the operation of the library.

Recommendations

1. The procedure for analyzing and incorporating improved technological advancements into the operations of the library which is outlined below and presented in detail in Appendix Q should be adopted.

Procedure for Analyzing and Incorporating Improved Technological Advancements:

a. Evaluation of present system
   (1) Identify objectives of system.
   (2) Identify problems or issues of concern over ability of system to meet stated objectives.
   (3) Make changes in system if necessary and define procedures, coming as close as possible to meeting objectives.
   (4) Decide if system can how meet both present needs and needs of the next two to five years; if so, retain present system with provisions for continued periodic evaluation.
b. Identification and evaluation of alternatives
   (1) Determine all alternative courses of action available.
   (2) Obtain data on the economic costs, effectiveness of benefits, and risks of the alternatives.
   (3) Decide which alternative best meets objectives within budgetary and facilities constraints; if indicated, retain and upgrade current system, making provisions for continued periodic evaluation.

c. Planning and implementation of alternative
   (1) Determine impact of chosen alternative on the library.
   (2) Identify changes needed to accommodate anticipated impact of alternative.
   (3) Establish and execute timetable for implementation of needed changes in relation to installation of chosen alternative system.
   (4) Identify problems with practical execution of timetable, with implementation of changes, or with performance of alternative system.
   (5) Adjust the timetable and the nature of changes being made until system is working properly and meeting objectives.
   (6) Continue periodic evaluation of system

Referred to: Administration and Automation Committee.

2. Study of technological advancements available to the library should be continued. It is suggested that the following be considered: on-line BATAB, OCLC future systems, alternatives to a card catalog, circulation systems, reference and educational services.

Referred to: Automation Committee.

3. A detailed study should be conducted to examine the possibility of relocating units to provide more efficient workflow and greater user convenience. The study should begin no later than July 1977.

Referred to: Administration, which should appoint a committee with representatives from all library units and provide for user input.

4. The cataloging and automation areas should be rearranged for better utilization of space available.

Referred to: Cataloging and Automation units.

5. Signs should be placed in strategic locations to facilitate the use of the library. It is suggested that: (a) a general library directory be placed in the lobby; and(b) permanent directories be placed in the tower elevators.

Referred to: Administration.

6. A method of dividing private studies, providing for other time-span assignments and uses, should be adopted. It is suggested that:

a. The third floor be used for open private study;
b. Each remaining floor be equally divided between semester and weekly/monthly assignment;
c. One large study in the weekly/monthly section of each floor be converted to a group study room;
d. Typewriters be placed in rooms adjacent to group studies.

Referred to: Circulation in consultation with Administration.

7. The library should be made more accessible to the physically handicapped user as soon as possible. It is suggested that:

a. Entrance door(s) be rehung to open in both directions and be labeled as such;

b. The possibility of installing a campus telephone beside the elevator on the ground floor or other means of gaining entrance be investigated;

c. Ways be found to make all doors easier to open.

Referred to: Administration.

8. Adequacy of lighting in the library should be thoroughly examined as soon as possible.

Referred to: Physical Plant through Library Administration.

9. Adjustments should be made for inadequate climate control as soon as funding becomes available. It is suggested that: (a) service building and tower windows be unsealed and screens provided; and(b) portable heaters be provided.

Referred to: Administration.

10. A feasibility study on the installation of drinking water facilities on tower floors should be conducted. It is suggested that cup dispensers be placed in all tower floor restrooms as a temporary measure.

Referred to: Administration

Brenda Clark
Cindy Edwards
Neal Farley, Chairperson
Jackie Frye
Jill Leech
Gwen Miller

PART III

APPENDICES

Advisory Committee Members

Academic Library Development Program

Dr. Grover Andrews
Commission on Colleges
Southern Association of Colleges and Schools

Dr. Henry Ashmore, President
Armstrong State College

John Clemons, Assistant Director
Division of Librarianship
Emory University

Anne C. Edmonds, Librarian
Mount Holyoke College

Johnnie E. Givens, Librarian
Austin Peay State University

Dr. Edward G. Holley, Dean
School of Library Science
University of North Carolina at Chapel Hill

Dr. Beverly P. Lynch, Executive Secretary
Association of College and Research Libraries

Richard A. Olsen, Director of Library
Rhode Island College

Dr. Samuel Spencer, Jr., President
Davidson College

Project Chronology

Date(s)	Action
December 3, 1975	First study team members selected
December - February	Historical profile prepared
January - March	Environmental analysis prepared
February 13	Study team membership completed
February 24-25	Staff needs assessment ("brainstorming") took place
March - April	Goals and objectives report prepared
April 6	Task forces named
April 14-21	Library user inquiry conducted
April - May	Management Task Force study
May - June	Human Resources Task Force study
June - July	Library Resources and Services Task Force study
July - August	Technology and Facilities Task Force study
September - November	Editing of report
December 17, 1976	Report submitted to Director

J. MURREY ATKINS LIBRARY

GOALS AND OBJECTIVES

The Executive Board of the J. Murrey Atkins Library Faculty voted to establish an ad-hoc committee to write a statement of goals and objectives for the library. In order to insure wide participation in the formulation of these goals, volunteers were sought from the entire staff. The Committee was composed of professional and support staff representative of the library's various units.

The Committee began work on June 13, 1975 and submitted a final working draft to the Library Faculty Executive Board on January 9, 1976.

The document is based on the Standards for College Libraries as approved by the Board of Directors of the Association for College and Research Libraries July 3, 1975.

Members of the Committee

Jean Meachem - Acquistitions, Chairperson
Doris Anne Bradley - Cataloging, Secretary
Lorraine Penninger - Reference
Olive Pistor - Documents
LaVerne Thompson - Cataloging
Lucia Van Orden - Acquisitions
Mary York Martin - Circulation

STATEMENT OF MISSION

The mission of the J. Murrey Atkins Library is to provide access to recorded knowledge and information consistent with the present and anticipated teaching and research responsibilities and social concerns of the University of North Carolina at Charlotte. In addition , the Library, recognizing its potential as a regional research facility, is committed to serve the larger community within the limitations of its resources.

OBJECTIVE 1: THE COLLECTION

The Library must continuously strive to maintain an adequate collection of quality in the instructional and research fields of the University.

GOALS

To achieve this objective the Library shall:

1. Designate representatives to participate actively with academic departments and other offices of the University in the development of new courses and programs. These representatives shall have the responsibility of supplying to the departments or offices all essential information concerning the Library's capability to support these courses and/or programs.
2. Maintain a written selection policy covering all forms of library materials. This policy shall include statements relating to the acquisition of materials by purchase, gift, deposit, or exchange, and to the withdrawal of these materials when their usefulness to the collection has been outlived.
3. Assume final responsibility for the scope and content of the collection with substantial help and consultation from the University community.

OBJECTIVE 2: ORGANIZATION OF MATERIALS

The Library's collections shall be organized in a manner that will facilitate access by all users.

GOALS

To achieve this objective the Library shall:

1. Provide catalogs and/or indexes of its holdings that permit identification of times regardless of format. These catalogs and indexes shall be supported by such files as shelf lists, authority files, and check-in records.

2. Maintain these catalogs to conform with modern terminology, current technology, and contemporary practice.
3. Maintain materials in good physical condition through an active binding and preservation program.
4. Arrange the collection by subject in open stack areas, with the exception of materials which present special maintenance or security problems.

OBJECTIVE 3: STAFF

The Library staff shall be of adequate size and quality to meet agreed-upon objectives.

GOALS

To achieve this objective the Library shall:

1. Maintain a staff of librarians and supportive personnel, the total number to be determined by a formual (such as ACRL Formula B) which takes into account the enrollment of the University and the size and growth rate of the collections.
2. Employ librarians having a graduate library degree, and other appropriately qualified specialists.
3. Be organized as an academic department and govern itself in accord with the ACRL "Standards for Faculty Status for College and University Librarians."
4. Employ support staff having appropriate skills and aptitudes.
5. Recognize an organization of support employees whose primary purpose is to serve as a forum to discuss problems of mutual concern and share ideas and information.
6. Maintain a balance of effort among librarians and support staff so

that every member of the staff is given opportunities commensurate with his or her training, experience, and capability.

7. Maintain policies and procedures concerning staff which are in accord with sound contemporary personnel management practice. This will mean that:

   a. Recruitment methods should be based upon a careful definition of positions to be filled, utilization of a wide range of sources, qualifications based upon job requirements, and objective evaluation of credentials.

   b. Written procedures should be followed in matters of appointment, promotion, tenure, dismissal, and appeal.

   c. Every staff member should be informed in writing as to the scope of his or her responsibilities and the individual to whom he or she is responsible.

   d. Classification and pay plans should give recognition to the nature of the duties performed, training and experience required, and rates of pay and benefits of other positions requiring equivalent background.

   e. The Library should provide a structured program for the orientation and training of new staff members and opportunities for the continuing education of existing staff.

   f. The Library should select its supervisory staff on the basis of job knowledge and human relations skill and provide training in these responsibilities as needed.

   g. The Library should maintain a system for periodic review of employee performance and for recognition of achievement.

   h. Communication between Library administration and staff should remain open at all times.

   i. Career opportunities and counseling should be made available

to Library staff members at all levels and in all departments.

OBJECTIVE 4: DELIVERY OF SERVICE

The Library shall establish and maintain a range and quality of services that will promote the academic* program of the institution and encourage optimal library use.

GOALS

To achieve this objective the Library shall:

1. Provide continuing instruction to patrons in the effective utilization of the Library, guide patrons to the library materials they need, and provide information to patrons as appropriate.
2. Collaborate with classroom instructors in formulating library services for new courses and new pedagogical techniques, and keep them informed of new library developments.[1]
3. Circulate library materials to qualified patrons under equitable policies, and for as long periods as possible without jeopardizing their availability to others.
4. Extend the availability of reading materials wherever possible by providing inexpensive means of photocopying within the laws regarding copyright.
5. Extend local resources through the provision and encouragement of reciprocal arrangements with other libraries through the ALA Interlibrary Loan Code and other cooperative agreements.
6. Be open and provide service on a shcedule consistent with reasonable demand both during the normal study week and during weekends and vacation periods.

*Academic: Of, relating to, or associated with an academy, or school, especially of higher learning.

[1] Cf. Objective 1, goal 1.

7. Provide services for off-campus instructional programs in accord with the ACRL "Guidelines for Library Services to Extension Students."

OBJECTIVE 5: FACILITIES

The University shall provide a library building containing secure facilities for housing its resources, as well as adequate space for administration and utilization of those resources in an environment designed for the health, safety, and convenience of staff and patrons.

GOALS

To achieve this objective the Library facilities shall:

1. Be determined by a formula which takes into account the enrollment of the University, the extent and nature of its collections, and the size of its staff, and which provides for projected growth in these areas.
2. Be representative of a conscious planning effort involving the Library staff, the University administration, and the architect, with the Director of the Library being responsible for the preparation of any future building program.
3. Be administered within a single structure in order to prevent fragmentation and/or duplication of the collection, isolation from the general library users, lack of qualified staff services at all times, and excessive costs of duplicate catalogs, lists, circulation services, and study facilities.

OBJECTIVE 6: ADMINISTRATION

The Library shall be administered in a manner which permits and encourages the fullest and most effective use of Library personnel and resources.

GOALS

To achieve this objective the Library shall:

1. Function according to a written statutory foundation.
2. Be administered by a librarian who is a member of the Library faculty and who reports to the chief academic officer of the University. The procedures for the appointment of the Director of the Library and the responsibilities and authority of the position shall be defined in writing.
3. Utilize as the main channel of communication with the user community a standing advisory committee comprising students, members of the teaching faculty, and the Director of the Library ex officio. The charge to the committee shall be specific and it shall be in writing.
4. Maintain written policies and procedural manuals covering internal Library governance and operational activities.
5. Maintain a systematic and continuous program for evaluating its performance and for identifying needed improvements.
6. Develop statistics not only for purposes of planning and control but also to aid in the preparation of reports designed to inform its publics of its accomplishments and problems.
7. Develop, seek out, and utilize cooperative programs for purposes of either reducing its operating costs or enhancing its services, so long as such programs create no unreimbursed or unreciprocated costs for other libraries or organizations.

8. Be administered in accord with the spirit of the ALA "Library Bill of Rights."

OBJECTIVE 7: BUDGET

The Library budget shall be based upon an appropriation which expresses a relationship to the total University budget for educational and general purposes.

GOALS

To achieve this objective the Library shall:

1. Through its Director have the responsibility for preparing, defending, and administering its budget in accord with objectives as agreed upon in this document. Among the variables which shall be considered in estimating the Library's budget requirements are the following:
   a. The scope, nature, and level of the University curriculum;
   b. Instructional methods used, especially as they relate to independent study;
   c. The adequacy of existing collections and the publishing rate in fields pertinent to the curriculum;
   d. The size, or anticipated size, of the student body and teaching faculty;
   e. The adequacy and availability of other library resources in the locality to which the Library has contracted access;
   f. The range of services offered by the Library, the number of service points maintained, the number of hours per week that service is provided, etc.;
   g. The extent to which the Library already meets the ACRL Standards.
2. Recognize the Director's authority to apportion funds and initiate expenditures within its approved budget.

3. Maintain such internal accounts as are necessary for approving its invoices for payment, monitoring its encumbrances, and evaluating the flow of its expenditures.

CONCLUSION

It is the recommendation of this committee that the statement of library goals and objectives be reviewed periodically and revised as needed.

Analysis of Goals and Objectives*

Goals

1. To review the quality of library goals and objectives
2. To determine the extent to which the library presently uses goals and objectives
3. To assess the consistency between library programs and library goals
4. To evaluate the compatibility between library goals and institutional goals
5. To develop a procedure for continuous monitoring of goals and objectives

Rationale

Goals and objectives provide direction for library programs and activities. They furnish a basis for decision-making. In addition, sound goals and objectives, properly developed, enable the library to utilize material and resources in the most efficient and effective manner.

Goals and objectives are targets which provide motivation. In pursuing and achieving objectives, organizational members recognize positive results and are furnished a gauge to their effectiveness. Moreover, goals enhance coordination. They furnish guidelines for relating the efforts of various groups and individuals.

In examining goals and objectives it is important to distinguish between these two concepts.

Goals:	An outline of the aims or directions used to guide the activities of the organization.
Objectives:	Targets of specific outcomes. Statements of what is to be accomplished.

Procedure

The procedure to be employed will involve three separate but interrelated steps:

1. Examine library goals according to the criteria listed below
2. Study objectives according to the criteria for objectives
3. Analyze methods for continual development and review of goals and objectives

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* Draft prepared by Dr. P. Grady Morein for study team use, March 1976.

Data: In this analysis will consist of documented statements of goals and objectives; opinions of individuals as to goals and objectives; and, activities which suggest goals and objectives.

Date collection: data will be collected through examination of documents, interviews with individuals, and listing of activities which suggest goals and objectives. In attempting to infer goals on the basis of opinions or activities care should be taken to avoid "forcing" the issue. Most activities are governed by motives. Goals, however, are more explicit. It can be assumed that a goal exists, but if it is not clearly articulated then it can only be assumed. The study team should spend a brief period discussing whether they can identify explicit or implicit goals. They might choose to interview library and institutional representatives to determine the extent to which these goals are known and accepted. If there is little awareness of agreement on the goals, the team may draw various conclusions.

Data analysis: the analysis will involve deciding the extent to which goals and objectives meet the criteria presented below. Essentially, the analysis will consider three broad questions:

1. To what extent do they exist
2. How adequate are they
3. What can be done to improve them now and in the future

Reporting results: the report should describe what is; explain what should be; and, recommend the procedure for achieving what should be.

Criteria

A. Examine library goals

1. Do they exist
2. Are they used--are policies and programs developed in order to accomplish stated goals
3. Are they consistent
   a. Internal consistency - complement one another
   b. External consistency - compatible with institutional goals
4. Are they understood and accepted
5. Do they recognize and articulate priorities
   a. Support of instruction vs. support of research
   b. Type of material--print-nonprint
   c. Use of technology
   d. Etc.

B. Study library objectives
   1. Do they exist
   2. Are they used
   3. Are they consistent--complement one another, compatible with library goals
   4. Are they understood and accepted
   5. Are they measurable
   6. Are they attainable
   7. Do they specify time requirements and include both short-term (1 year) and long-term (3-5, 5-10 years) projections

C. Analyze methods for continual development and review of goals and objectives
   1. Is there a procedure for goal development and review
   2. Does this procedure involve all members of the staff and some representation of constituent groups--faculty, students, administration, community
   3. Does the procedure include some method of assuring that the goals and objectives meet the criteria specified above

Each of the questions should be answered. Some will require only brief explanations; others will need comprehensive accounts. There is no particular order in which they should be answered for the first one. All of the other answers will depend upon how the first one is approached. As was mentioned earlier the library has probably followed some general types of goals. Unless those goals have been carefully developed and articulated, however, it is likely that the level of existence will be rather vague and nebulous.

Once the goals questions have been answered attention can turn to objectives. As described in the definitions goals and objectives differ principally in terms of specificity. Objectives are more specific. Therefore, they are generally more closely related to lower level organizational activities. For this reason they can and should be measurable. An example of the difference between a goal and an objective appears below:

Goal: To provide print and nonprint material for instructional and research purposes with primary emphasis being given to instructional material in print form.

Objective: The material will be acquired through purchase, gifts and inter-library loan in a ratio of 95, 4, and 1 per cent respectively. Of the purchased material, 60 per cent will be monographs, 30 per cent periodicals (serials) and 10 per cent nonprint. This ratio is expected to remain fairly stable over the next two years. However, pressure is being exerted for more serial and non-print material. Unless budgets are increased substantially it is likely that the monograph percentage will decline while the other two rise in the next three to five years.

APPENDIX E
LIBRARY USER INQUIRY

University of North Carolina at Charlotte
Charlotte, North Carolina

The Atkins Library at UNCC is conducting a user inquiry as a basis for improving our services to the academic community. We ask for a small effort from you which can be of great assistance to us. The inquiry is designed to identify what you think of the Library and of our programs. This knowledge will help us to better plan to meet your needs.

There are three parts to the questionnaire. Part I is an image survey. It is intended to give us an understanding of your views, perceptions, and beliefs regarding the Library and some aspects of the University which are related to the Library. Part II is an importance/success survey. It seeks to determine which library needs are most important to you and how successful the Library is in meeting your needs. Part III is a new services survey. The intent of this section is to provide us a sense of what types of potential new services you consider most important.

A number of the items and questions are repetitive and seem redundant. Do not be concerned about this; it is a characteristic of this type of questionnaire. You may also find that you are asked to choose between two alternatives which are quite similar. Again, this is the nature of the questionnaire. Select an answer even though you might feel a bit uneasy about it. We are concerned with the total outcome. However, it is very important that EVERY QUESTION BE ANSWERED.

Will you help us by spending fifteen minutes answering the questionnaire before leaving the building. Boxes are provided at the main exit for receipt of the completed questionnaire.

IF YOU HAVE ALREADY COMPLETED ONE QUESTIONNAIRE IT IS NOT NECESSARY THAT YOU COMPLETE ANOTHER ONE.

1. Please check:

_____Freshman	_____Instructor
_____Sophomore	_____Assistant Professor
_____Junior	_____Associate Professor
_____Senior	_____Professor
_____Graduate	_____Other (specify) _____

2. What is your college? _____

3. What is your department (major)? _____

4. How often do you use the UNCC Library? _____Daily, _____Weekly, _____Monthly, _____Several times a semester, _____Never

5. If student, check one: _____Primarily day student, _____Primarily night student

6. If student, check your residence: _____On campus _____Off campus

Appearing below are a series of terms and phrases which represent contrasting views of the University and the Library. These various terms and phrases describe different elements which the University and the Library may select to emphasize in pursuing their mission. Some of them also characterize how well the Library is fulfilling its role within the University. Taken collectively the terms and phrases set forth an image of the Library. They reflect what you, the users, think about what we are doing and how well we are doing it. You are asked, therefore, to complete the image survey by placing an "X" in the box which best indicates your view on each issue. Your first impression will probably best represent your view. Therefore, answer quickly and don't try to evaluate each term. We want your general impression of the Library and some University issues which are related to the Library. Answer quickly by placing an "X" in one of the boxes between the two terms or phrases.

EXAMPLE: Charlotte is:

Really modern	X	Sort of old-fashioned

THE UNIVERSITY IS:

Innovative		Traditional
Research Oriented		Instruction-Oriented
Mostly Concerned with Graduate Programs		Mostly Concerned with Undergraduate Programs
Experiencing Increasing Financial Support		Experiencing Decreasing Financial Support
Emphasizing Arts and Sciences		Emphasizing Career Education
Growing		Declining
Planning for the Future		Interested Only in the Present
Oriented Toward On-Campus Students		Oriented Toward Off-Campus Students
Open to New Teaching Methods		Closed to New Teaching Methods
Mostly Concerned About Faculty		Mostly Concerned About Students

THE LIBRARY IS:

Inviting		Not very appealing
Easy to Use		Hard to Use
Valuable		Of Little Value
A Good Place to Study		A Poor Place to Study
Helpful		Unhelpful
Faculty Oriented		Student Oriented
Concerned Mostly with Information Storage		Concerned Mostly with Information Retrieval
An Important Part of the Instructional Process		A Minor Part of the Instructional Process
Aware of User Needs		Unaware of User Needs
Concerned Mostly with Maintaining the Collection		Concerned Mostly with Providing Information Service
A Significant Contributor to the Instructional Process		A Minor Contributor to the Instructional Process
Responsive to User Needs		Not Responsive to User Needs
Mostly Interested in Preserving Books		Mostly Interested in Helping People

THE LIBRARY'S SERVICES ARE:

Useful		Useless
Strong		Weak
Distinctive		Ordinary
Reliable		Unreliable

Necessary		Unnecessary
Adequate		Inadequate
Valuable		Worthless
Superior		Inferior
Helpful		Unhelpful
Fast		Slow
Friendly		Unfriendly
Passive		Active
Research Oriented		Instruction Oriented
For Faculty		For Students
Heavily Used		Little Used
Easy to Use		Hard to Use
Pleasant		Unpleasant
Improving		Declining
Efficient		Inefficient

THE LIBRARY'S COLLECTION IS:

Useful		Useless
Strong		Weak
Distinctive		Ordinary
Reliable		Unreliable
Necessary		Unnecessary
Adequate		Inadequate
Large		Small
Valuable		Worthless
Rich		Poor
Superior		Inferior
Research Oriented		Instruction Oriented
For Faculty		For Students
Heavily Used		Little Used
Current		Out of Date
Improving		Declining
Academic Oriented		Recreation Oriented
Book and Journal Oriented		Non-Book Oriented

THE LIBRARY'S FACILITIES ARE:

Useful		Useless
Reliable		Unreliable
Adequate		Inadequate
Helpful		Unhelpful
Efficient		Inefficient

Improving	/ / / / / / /	Declining
Easy to Use	/ / / / / / /	Hard to Use
Well Organized	/ / / / / / /	Poorly Organized
Comfortable	/ / / / / / /	Uncomfortable
Roomy	/ / / / / / /	Crowded
Conveniently Located	/ / / / / / /	Inconveniently Located
Attractive	/ / / / / / /	Unattractive
Well Designed	/ / / / / / /	Poorly Designed
Heavily Used	/ / / / / / /	Little Used

IMPORTANCE/SUCCESS SURVEY

In the next series of items the library is seeking to answer two questions. First, we would like to know what types of library needs are most important to your work. We realize that different groups and individuals have different needs. We, however, are faced with limited resources and, therefore, cannot furnish everything that everyone desires. Consequently, we want to focus on what you, the users, consider most important. We can do that only if you distinguish those needs which are most important from those which are less important. Second, we would like to determine how well we are presently meeting your needs. We would, therefore, like for you to tell us how successful the library is in meeting your needs.

You are asked to provide two answers to each of the questions appearing below. Answer in the following manner: (1) indicate how important the need is to you by placing the letter "I" in the box which best indicates that importance; (2) indicate how successful the library has been in providing for that need by placing the letter "S" in the box which best indicates that success.

"I" = Importance "S" = Success

EXAMPLE:	Need for a TV set	(min) / / / I / S / /	(max)
	Need for a watch	(min) / / / I, S / /	(max)
	Need for a CB Radio	(min) / S / I / / /	(max)

1. THE NEED TO BORROW THE FOLLOWING TYPES OF MATERIAL:

a. Books	(min) / / / / / / /	(max)
b. Journals	(min) / / / / / / /	(max)
c. Government documents	(min) / / / / / / /	(max)
d. Audio-visual material	(min) / / / / / / /	(max)
e. Other (specify)_____	(min) / / / / / / /	(max)

2. THE NEED TO BORROW MATERIAL FOR THE FOLLOWING PURPOSES:

a. For course purposes	(min) / / / / / / /	(max)
b. For research (publication, dissertation, term paper, etc.)	(min) / / / / / / /	(max)
c. For general purposes	(min) / / / / / / /	(max)
d. Other (specify)_____	(min) / / / / / / /	(max)

3. THE NEED TO LOCATE INFORMATION OF THE FOLLOWING TYPES:

a. Simple facts for course purposes	(min) / / / / / / /	(max)
b. Simple facts for research purposes	(min) / / / / / / /	(max)
c. Simple facts for general purposes	(min) / / / / / / /	(max)
d. Complex data for course purposes	(min) / / / / / / /	(max)
e. Complex data for research purposes	(min) / / / / / / /	(max)

f. Complex data for general purposes ..... (min) |_|_|_|_|_|_| (max)

g. Other (specify)_____ ..... (min) |_|_|_|_|_|_| (max)

4. THE NEED FOR ASSISTANCE FROM THE LIBRARY STAFF:

a. In obtaining books ..... (min) |_|_|_|_|_|_| (max)

b. In obtaining journal articles ..... (min) |_|_|_|_|_|_| (max)

c. In obtaining government documents ..... (min) |_|_|_|_|_|_| (max)

d. In obtaining audio-visual materials ..... (min) |_|_|_|_|_|_| (max)

e. In obtaining material from other libraries ..... (min) |_|_|_|_|_|_| (max)

f. In obtaining simple facts for course purposes .. (min) |_|_|_|_|_|_| (max)

g. In obtaining simple facts for research purposes . (min) |_|_|_|_|_|_| (max)

h. In obtaining simple facts for general purposes .. (min) |_|_|_|_|_|_| (max)

i. In obtaining complex data for course purposes .. (min) |_|_|_|_|_|_| (max)

j. In obtaining complex data for research purposes. (min) |_|_|_|_|_|_| (max)

k. In obtaining complex data for general purposes.. (min) |_|_|_|_|_|_| (max)

l. In using the card catalog ..... (min) |_|_|_|_|_|_| (max)

m. In using indexes and other aids ..... (min) |_|_|_|_|_|_| (max)

n. Other (specify)_____ ..... (min) |_|_|_|_|_|_| (max)

5. THE NEED FOR LIBRARY FACILITIES:

a. Tables at which to study or work ..... (min) |_|_|_|_|_|_| (max)

b. Open individual study stations ..... (min) |_|_|_|_|_|_| (max)

c. Enclosed private studies ..... (min) |_|_|_|_|_|_| (max)

d. Group study rooms ..... (min) |_|_|_|_|_|_| (max)

e. Copy machines ..... (min) |_|_|_|_|_|_| (max)

f. Audio-visual equipment ..... (min) |_|_|_|_|_|_| (max)

g. Microform readers ..... (min) |_|_|_|_|_|_| (max)

h. Microform printers ..... (min) |_|_|_|_|_|_| (max)

i. Lounge furniture ..... (min) |_|_|_|_|_|_| (max)

j. Other (specify) _____ ..... (min) |_|_|_|_|_|_| (max)

NEW SERVICES SURVEY

Your Library realizes that needs change. We realize that new services may be required as new developments take place and new techniques are introduced. We, therefore, present below a list of new services which may be possible to develop if there is strong enough support and resources for them. You are asked to indicate your support for each service by placing an "X" in the box which best represents the extent of your support. Keep in mind that it is not certain that any of these services can be added in the near future. However, the ones which would most likely be added would be those which are clearly more desirable than others. An indication of strong support of all of them would not be very helpful to us. You are, therefore, asked to be selective and indicate strong support only for those which are most important to you.

EXAMPLE: Sponsor basket-weaving demonstrations (min) |X|_|_|_|_| (max)

1. Provide a required course of library instruction .... (min) |_|_|_|_|_| (max)

2. Provide an elective course of library instruction .... (min) |_|_|_|_|_| (max)

3. Provide library instruction as part of an existing required course ..... (min) |_|_|_|_|_| (max)

4. Provide more informal instruction on use of library .. (min) /___/___/___/___/___/ (max)

5. Provide self-directed guides to using the library .... (min) /___/___/___/___/___/ (max)

6. Provide rental lockers in the library ..... (min) /___/___/___/___/___/ (max)

7. Include more audio-visual material in the library .... (min) /___/___/___/___/___/ (max)

8. Furnish additional pay phones ..... (min) /___/___/___/___/___/ (max)

9. Provide rental electric typewriters ..... (min) /___/___/___/___/___/ (max)

10. Provide additional free manual typewriters ..... (min) /___/___/___/___/___/ (max)

11. Furnish private studies to students
By the hour ..... (min) /___/___/___/___/___/ (max)

By the day ..... (min) /___/___/___/___/___/ (max)

By the week ..... (min) /___/___/___/___/___/ (max)

By the semester ..... (min) /___/___/___/___/___/ (max)

12. Furnish computerized data base searches ..... (min) /___/___/___/___/___/ (max)

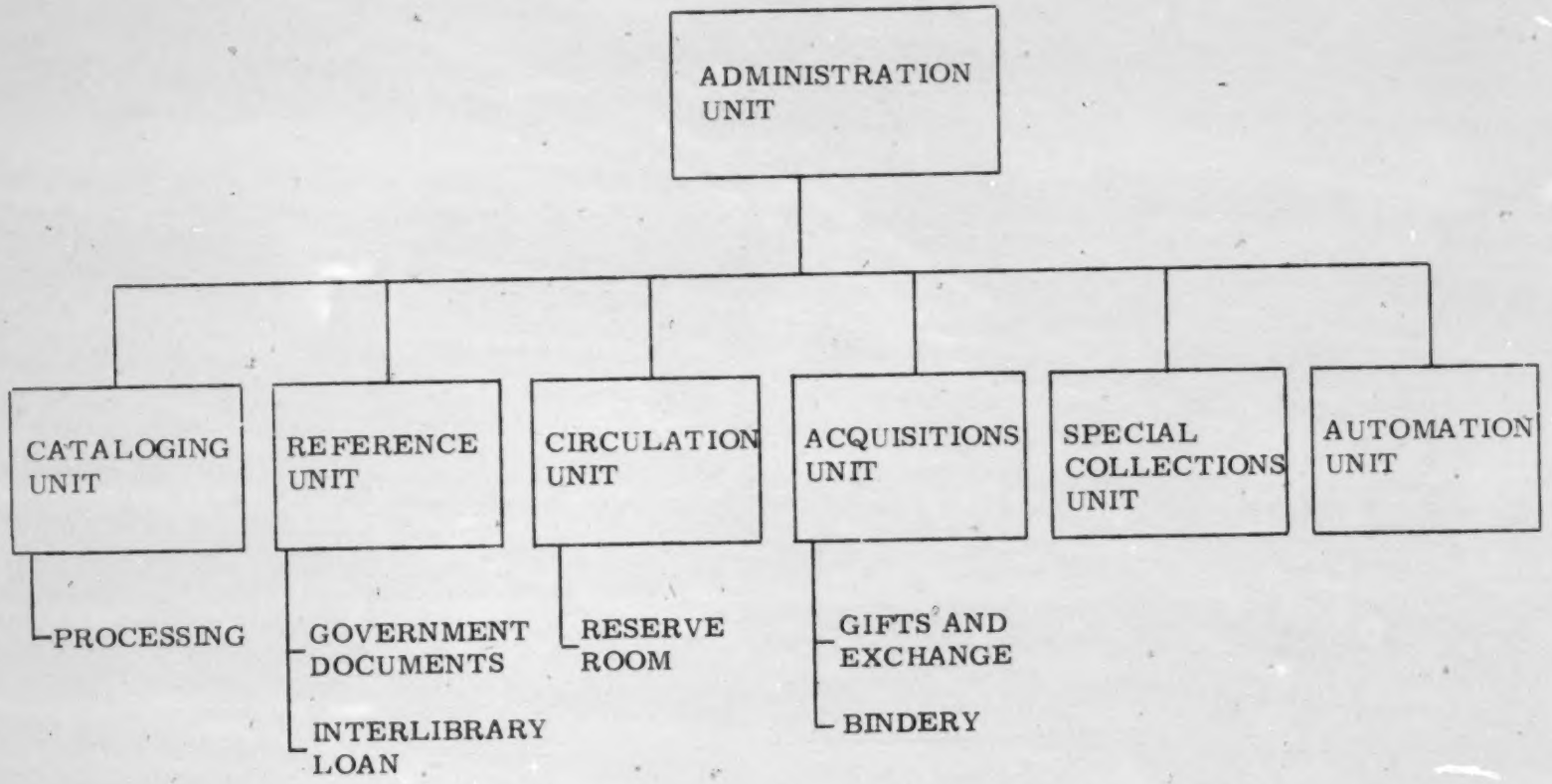
13. Other(s) (specify) _____ ..... (min) /___/___/___/___/___/ (max)

_____ ..... (min) /___/___/___/___/___/ (max)

COMMENTS

J. MURREY ATKINS LIBRARY ADMINISTRATION ORGANIZATIONAL CHART

December 1975



T-P Leadership Questionnaire: An Assessment of Style

This attitude scale is designed to evaluate you simultaneously in terms of task orientation and people orientation. Should you wish to receive your score and an interpretation of it, write your name below. We will arrange a time to explain the results. We wish to again emphasize that the data collected will be kept in strict confidence. If you do not wish to have the results it will be completely anonymous, since we have eliminated years of service from the information requested.

For the purpose of answering this questionnaire, assume that you have just been selected chairman of an ad hoc committee appointed to study a rather complex library problem and make recommendations to the Director for implementation. As chairman, you are responsible for organizing the work of the committee and guiding its discussions.

Name (if score and analysis are desired): _____

Library Faculty _____ Support Staff _____

Department:

Acquisitions _____

Cataloging _____

Circulation _____

Reference _____

Other _____

Directions: The following items describe aspects of leadership behavior. Respond to each item according to the way you would most likely act if you were chairman of a committee. Circle whether you would most likely behave in the described way: always (A), frequently (F), occasionally (O), seldom (S), or never (N).

A F O S N 1. I would most likely act as the spokesman of the group.

A F O S N 2. I would encourage overtime work.

A F O S N 3. I would allow members complete freedom in their work.

A F O S N 4. I would encourage the use of uniform procedures.

A F O S N 5. I would permit the members to use their own judgment in solving problems.

A F O S N 6. I would stress being ahead of competing groups.

A F O S N 7. I would speak as a representative of the group.

A F O S N 8. I would needle members for greater effort.

A F O S N 9. I would try out my ideas in the group.

A F O S N 10. I would let the members do their work the way they think best.

A F O S N 11. I would be working hard for a promotion.

A F O S N 12. I would tolerate postponement and uncertainty.

A F O S N 13. I would speak for the group if there were visitors present.

A F O S N 14. I would keep the work moving at a rapid pace.

A F O S N 15. I would turn the members loose on a job and let them go to it.

A F O S N 16. I would settle conflicts when they occur in the group.

A F O S N 17. I would get swamped by details.

A F O S N 18. I would represent the group at outside meetings.

A F O S N 19. I would be reluctant to allow the members any freedom of action.

A F O S N 20. I would decide what should be done and how it should be done.

A F O S N 21. I would push for increased production.

A F O S N 22. I would let some members have authority which I could keep.

A F O S N 23. Things would usually turn out as I had predicted.

A F O S N 24. I would allow the group a high degree of initiative.

A F O S N 25. I would assign group members to particular tasks.

A F O S N 26. I would be willing to make changes.

A F O S N 27. I would ask the members to work harder.

A F O S N 28. I would trust the group members to exercise good judgment.

A F O S N 29. I would schedule the work to be done.

A F O S N 30. I would refuse to explain my actions.

A F O S N 31. I would persuade others that my ideas are to their advantage.

A F O S N 32. I would permit the group to set its own pace.

A F O S N 33. I would urge the group to beat its previous record.

A F O S N 34. I would act without consulting the group.

A F O S N 35. I would ask that group members follow standard rules and regulations.

HM-PM Evaluation: An Analysis of Opinion

Management approaches have developed within a spectrum of leadership and supervisory styles. At one extreme is what has been termed "authoritarian management" in which the emphasis is on the tasks of the organization and within which the decision making role is monopolized by the manager. At the other extreme is the "laissez-faire" (leave alone) form of management in which the emphasis is on personnel rather than tasks and decision making is decentralized if not completely autonomous.

Participative Management (PM) is a mode of organizational operations in which decisions as to activities are arrived at by the persons who are to execute the decisions. Decision making in this context is a process which is supposed to bring together the relevant experience, education, special expertise and training of the individual members of the organization.

Hierarchical Management (HM) (conventional line authority) is a mode of organizational operations in which the decision making process is segregated from the action functions (that is, implementation of decisions). In such organizations persons invested with administrative authority make decisions based on the information they have about the organization and assign the implementation of their decisions to individuals with action functions.

Though organizations generally use a mix of the two types of management (HM and PM), they will tend to emphasize one more than the other in their practices. The purpose of this paired set of questionnaires is to obtain staff opinion on the two characteristic types of management approaches. The results of the questionnaire will be anonymous since we have eliminated the years of service from the information requested.

Library Faculty _____ Support Staff _____

Department: Acquisitions _____

Cataloging _____

Circulation _____

Reference _____

Other _____

Following is a list of statements that could be made about participative management. Place a plus sign (+) before each statement with which you agree with reference to this practice of management.

____ 1. Is the best of all.
____ 2. I like this practice better than any other.
____ 3. Is my favorite.
____ 4. Develops high ideals.
____ 5. Should be practiced by all Americans.
____ 6. Is a benefit to mankind.
____ 7. Is beneficial to almost everyone.
____ 8. Aids in bringing civilization to a higher level.
____ 9. Is fundamental for good social life.
____ 10. Is endorsed by sensible people.
____ 11. Many things about this practice are essential to normal living.
____ 12. Keeps us from being "one-sided".
____ 13. Has value.
____ 14. As a rule, is good.
____ 15. Should be liked.
____ 16. Has more merit than demerit.
____ 17. Is not boring.
____ 18. Is endorsed by sane people.
____ 19. Is liked only fairly well.
____ 20. I would enjoy this practice if it were changed somewhat.
____ 21. I am not against this practice but neither am I for it.
____ 22. Isn't absolutely bad but isn't good either.
____ 23. Is a little foolish.
____ 24. Has drawbacks.
____ 25. I am not interested in this practice.
____ 26. [illegible]
____ 27. Has more disadvantages than advantages.
____ 28. Is frowned upon by the average person.
____ 29. Is annoying.
____ 30. Is frowned upon by intellectual people.
____ 31. We would be better off without this practice.
____ 32. Is approved by only stupid people.
____ 33. Is not endorsed by sane people.
____ 34. Serves no purpose.
____ 35. Is of no use to anyone.
____ 36. Is unfit for anyone.
____ 37. I hate this practice worse than I hate anything else.

Following is a list of statements that could be made about hierarchical management. Place a plus sign (+) before each statement with which you agree with reference to this practice of management.

____ 1. Is better than anything else.
____ 2. I like this practice better than anything I can think of.
____ 3. Is profitable to everyone.
____ 4. Is very worth while.
____ 5. Has an irrestible attraction for me.
____ 6. I enjoy this practice.
____ 7. Is liked by almost everyone
____ 8. I like this practice too well to give it up.
____ 9. Makes for happier living.
____ 10. Serves a good purpose.
____ 11. Develops co-operation.
____ 12. Should be appreciated by more people.
____ 13. Is being accepted more and more as time goes on.
____ 14. Has advantages.
____ 15. If this practice were used more it would develop into a good one.
____ 16. There is no reason for stopping this practice.
____ 17. Is all right as a pastime.
____ 18. I like this practice a little
____ 19. Is all right in some cases.
____ 20. Is all right in a few cases.
____ 21. My likes and dislikes for this practice are balanced.
____ 22. I dislike this practice but I do not object to others liking it.
____ 23. Isn't so bad but it is very boring.
____ 24. Has limitations and defects.
____ 25. I like many practices better than this one.
____ 26. Has several disadvantages.
____ 27. Has several undesirable features.
____ 28. Is disliked by many people.
____ 29. Should not be tolerated when there are so many better ones.
____ 30. Is not endorsed by logical-minded persons.
____ 31. Life would be happier without this practice.
____ 32. Cannot benefit anyone who has common sense.
____ 33. Is a waste of time and money.
____ 34. Accomplishes nothing worthwhile either for the individual or society.
____ 35. Is sinful.
____ 36. I hate this practice.
____ 37. Is the worst thing I know.

APPENDIX I

HUMAN RESOURCES SURVEY

The Task Force on Human Resources is conducting a survey to aid our study of Leadership and Supervision in this Library. We would appreciate it if you would take a few minutes to complete the questionnaire. The results will be analyzed both for interviews, which we will be doing in the next few weeks, and for our report. We will also interview some of you on the topics covered by the questionnaire. It is imperative that you respond since we have such a small base group, and the absence of a single response can significantly affect the results.

Directions for answering: two approaches are being used to evaluate this questionnaire -- quantitative and qualitative. We would like you to go through the questionnaire and answer the multiple-choice questions giving your first impression. Please circle only one answer for each question. Due to the limitations of questionnaires such as this, respondents often feel as though they are being pigeon-holed or that answers do not fully express their feelings on a complex issue. Accordingly, we would like you to go back through the questionnaire and make comments on any or all questions. You might check those you wish to respond to more fully your first time through.

This data will be kept in strict confidence and used to compile aggregate statistics. Only the members of the Task Force will have access to the original data, and you will not need to sign your name.

Please supply the information below to aid our analysis:

1. Please check: _____Support Staff _____Library Faculty

2. Check your unit: _____Acquisitions

_____Cataloging

_____Circulation

_____Reference

_____Other

3. How long have you worked in this Library (nearest number of years)?

_____years

ATKINS LIBRARY

HUMAN RESOURCE MANAGEMENT QUESTIONNAIRE

University of North Carolina at Charlotte
Charlotte, North Carolina

1. For most of the staff in your unit, how much of their motivation is provided by the work of the library?

   1. A great deal
   2. Substantial amount
   3. Some
   4. Virtually none

2. Do you think you get the information you need to do your job?

   1. Regularly
   2. Fairly often
   3. Sometimes
   4. Seldom

3. How much confidence and trust do you think your unit has in you?

   1. A great deal
   2. Substantial amount
   3. Some
   4. Virtually none

4. How much confidence and trust do you think the Library has in you?

   1. A great deal
   2. Substantial amount
   3. Some
   4. Virtually none

5. Are you involved in important decisions made in your unit which are related to your work?

   1. Fully involved
   2. Usually
   3. Occasionally consulted
   4. Almost never

6. Are you involved in important decisions made in the Library which are related to your work?

   1. Fully involved
   2. Usually
   3. Occasionally consulted
   4. Almost never

7. Can you support the formal and informal work goals of your unit?

   1. A great deal
   2. Somewhat
   3. Very little
   4. Not at all

8. Can you support the formal and informal work goals of the Library?

   1. A great deal
   2. Somewhat
   3. Very little
   4. Not at all

9. Are the formal and informal work goals of your unit achievable?

   1. A great deal
   2. Somewhat
   3. Very little
   4. Not at all

10. Are the formal and informal work goals of the Library achievable?

    1. A great deal
    4. Not at all

11. How clearly does your unit understand what it should accomplish?

    1. Completely clear
    2. Reasonably clear
    3. Pretty unclear
    4. Completely unclear

12. How would you characterize the information you get from other units in the Library?

    1. Superior
    2. Pretty good, most of the time
    3. Lacking
    4. Inadequate

13. Do you think your unit is aware of the operating problems you face?

    1. Regularly
    2. Fairly often
    3. Occasionally
    4. Not at all

14. Do you think the Library is aware of the operating problems you face?

    1. Regularly
    2. Fairly often
    3. Occasionally
    4. Not at all

15. Do you feel free to talk to your unit about your job?

    1. Very free
    2. Quite free
    3. Somewhat free
    4. Not very free

16. Do you have a role in reviewing the work performance of the unit?

    1. Always
    2. Usually
    3. Sometimes
    4. Never

17. Do you have a role in reviewing the work performance of the Library?

    1. Always
    2. Usually
    3. Sometimes
    4. Never

18. How often does your unit seek your ideas and use them constructively?

    1. Regularly
    2. Fairly often
    3. Sometimes
    4. Seldom

19. How often does the Library seek your ideas and use them constructively?

    1. Regularly
    2. Fairly often
    3. Sometimes
    4. Seldom

20. Do you think work is being effectively supervised by your unit?

1. Very effective
2. Quite effective
3. Somewhat effective
4. Not very effective

21. Do you think work is being effectively supervised by the Library?

1. Very effective
2. Quite effective
3. Somewhat effective
4. Not very effective

22. Do you think work is being effectively supervised by other units?

1. Very effective
2. Quite effective
3. Somewhat effective
4. Not very effective

23. Are the criteria for evaluating staff and unit performance adequate?

1. Always
2. Usually
3. Sometimes
4. Never

24. Are the criteria for evaluating the work of the Library adequate?

1. Always
2. Usually
3. Sometimes
4. Never

25. Have you been given the kind of training required to perform your responsibilities?

1. A great deal
2. A substantial amount
3. Some
4. Virtually none

26. Who makes the major policy decisions in the Library?

1. Everyone has some input
2. Most people have some input
3. A few select people without input from others
4. Only top management makes major policies

27. Who makes the major policy decisions in your unit?

1. Everyone has some input
2. Most people have some input
3. A few select people without input from others
4. Only top management makes major policies

28. How much are your skills and training used?

1. A great deal
2. A substantial amount
3. Some
4. Virtually none

Suggestions for a Staff Development Program

Even though staff members participating in the interviews and group discussion felt the library could not plan a staff development program at this time, they offered some suggestions as to what such a program should contain. They suggested that orientation procedures be formalized to include tours of the library and campus, and introductions to all library faculty, support staff, and also any university staff members the new employees may need to contact in their work. Packets of orientation information concerning the library, the university, the community, and available housing would be useful to new library employees, especially those moving to the area.

Another type of orientation which should be included in a staff development program is acquainting and reacquainting both new and old staff members with the purposes and functions of other units. It is important for everyone to understand how individual work and the work of the unit relate to the operation of the entire library.

Any staff development program will have some distinct phases which take into account the different work functions of librarians and support staff. Faculty members need to continue their education and library-related training both formally and informally. The library should provide opportunities for faculty to attend educational workshops and conferences, to attend classes and obtain additional degrees at other institutions, and to conduct related research. It is recognized, however, that university policies regarding leave for faculty, twelve-month appointments for library faculty, and the limited availability of travel funds may impose restrictions.

Support staff need to be encouraged to develop their skills. To provide this encouragement, the library needs a formal program for advancement within the limitations of the state classification system, which would allow support staff to move up the classification levels as vacancies occur or new positions are created. The limitations of the classification system provided by the state may restrict this type of program.

Most staff members questioned agreed the library needs to utilize the skills of its employees more effectively by identifying and developing special talents. Supervisors might identify individual staff goals, needs, and special expertise, and these could be enumerated in a handbook. Workshops and on-the-job training programs would aid in developing the talents and abilities of the staff. Topics suggested for workshops are participatory management, computer terminal use, basic cataloging rules, filing rules, group dynamics, communication techniques, and interpersonal working relationships. Most participants in the group discussion and interviews agreed that a workshop on participatory management should receive top priority.

Suggestions were also made concerning the involvement of other agencies and institutions in developing a program. This library could work with other libraries in this region and area organizations in planning a staff development program. These shared resources could provide better quality workshops and conferences. The library could also ask other departments on campus for help in planning workshops. The Counseling Center has already expressed an interest in working with the library. The Personnel Office, the Office for Continuing Education, the Urban Institute and the College of Business Administration may also be able to provide help with workshops when the library is ready to start planning a staff development program.

Serial Holdings by College/Area

College/Area (Call numbers checked)	Titles on subscription	% of total titles on subscription	Titles not on subscription	Total number of titles	% of total titles	Length of run (% of college total titles) Less than 1/3	(%)	1/3 to 2/3	(%)	2/3 to complete	(%)	Complete	(%)	Basic indexing and abstracting services checked for library holdings
Architecture (NA, TH)	52	1%	28	80	1%	42	(53)	19	(24)	9	(11)	10	(12)	Architecture Index (American periodicals) 89% Architectural Periodicals Index (international) 16%
Business Administration (HB-HJ, KF)	577	14%	238	815	14%	355	(43)	241	(30)	71	(9)	148	(18)	Business Periodicals Index 99%
Engineering (T-TG, TJ-TP, TS)	297	7%	174	471	8%	206	(44)	132	(28)	38	(8)	95	(20)	EI: Engineering Index (international) 18%
Human Development and Learning (GV 191.2-1570, LB-LT)	300	7%	199	499	8%	240	(48)	127	(25)	39	(8)	93	(19)	Current Index to Journals in Education (international) 17% Education Index 71%
Humanities (B-BD, BH-BX, C-F, GV 1580-1799, M, N, NB-NX, P-PZ, TR, TT)	952	23%	372	1324	22%	389	(29)	299	(23)	208	(16)	428	(32)	Art Index 23% Humanities Index 86% Historical Abstracts (international) 17% Index to Periodical Articles about Negroes 68% Index to Religious Periodical Literature 49% MLA Abstracts of Articles in Scholarly Journals 52% Music Index (international) 17% Philosophers Index 29% Average 42.5%
Nursing (R, RA-except RA 790, RB, RC-RC 425, RC 577-end, RD-RG, RJ-except RJ 449, RK-RT)	133	3%	70	203	3%	85	(42)	47	(23)	18	(9)	53	(26)	Cumulative Index to Nursing Literature 33%

College Area (Call numbers checked)	Titles on subscription	% of total titles on subscription	Titles not on subscription	Total number of titles	% of total titles	Length of run (% of college total titles) Less than 1/3 (%)	1/3 to 2/3 (%)	2/3 to complete (%)	Complete (%)	Basic indexing and abstracting services checked for library holdings
Science and Mathematics (Q-QD, QH-QR)	556	13%	177	733	12%	171 (23)	173 (24)	72 (10)	317 (43)	Biological Abstracts (international) 8% (sample) Chemical Abstracts (international) 18% (1000 most cited titles) Mathematical Reviews (international) 19% Science Abstracts (inc. Physics Abstracts) (international) 41% (most cited titles) Average 21.5%
Social and Behavioral Sciences (H-HF, G-GT, H-HA, HM-HX, J-JX, K, QE, RA 790, RC 435-476, RJ 499)	683	16%	240	923	15%	311 (34)	196 (21)	112 (12)	304 (33)	Abstracts in Anthropology 40% Abstracts on Criminology & Penology (U.S. titles only) 36% GEO Abstracts (international) 21% International Political Science Abstracts (international) 26% Psychological Abstracts (international) 25% Social Science Index 73% Sociological Abstracts 38% Crime & Delinquency Literature 34% Average 36.6%
Other serial---general, library science and book trade literature, bibliography, classifications not otherwise assigned (A-AZ, Z, S, TX, L, V)	656	16%	327	983	16%	367 (37)	254 (26)	94 (10)	268 (27)	None checked at this time although efforts have been made to purchase most titles indexed in the Reader's Guide
Overall totals	4,206	70% of all titles are on subscription	1,825	6,031	---	2,166 (36)	1,488 (25)	661 (11)	1,716 (28)	Average % of titles held by library 41.6%

See additional listing of results from Science Citation Index.

Books for College Libraries: Comparison by Colleges

	BCL I Titles listed	Titles owned	%	BCL II Titles listed	Titles owned	%	% change
Architecture	--no count taken--			344	187	54%	--
Business	4,023	926	23%	2,774	1,300	46%	+23%
Engineering	294	96	33%	303	143	47%	+14%
Human Development and Learning	1,712	398	23%	1,011	588	58%	+25%
Humanities	31,938	11,409	36%	23,445	10,326	44%	+ 8%
Nursing	--no count taken--			421	157	37%	--
Science and Mathematics	3,094	1,172	38%	2,361	1,369	60%	+22%
Social and Behavioral Sciences	7,090	2,367	33%	5,088	2,910	57%	+24%

Monographs and Serials Holdings: Ratio to College Enrollments

College	College % of total enrollment[1]	% of total monographs[2]	% of total serial titles[3]
Architecture	3.5%	0.9%	1%
Business	20 %	7.9%	14%
Engineering	7.6%	2.9%	8%
Human Development and Learning	8.7%	8.8%	8%
Humanities	15.6%	49.7%	22%
Nursing	5 %	1.3%	3%
Science and Mathematics	9.7%	8.9%	12%
Social and Behavioral Sciences	17 %	11 %	15%
Undesignated	11.9%		

1. Fall, 1975 enrollment figures, not FTE
2. Based on holdings as of July 1, 1975
3. Based on serial titles as of January 1, 1975

Science Citation Index

Percentage of Titles held by Library in Specific Areas*

Biology - average 27%
- Anatomy and morphology 29%
- Bacteriology 57%
- Biology 29%
- Botany 22%
- Ecology 36%
- Embryology 25%
- Entomology 25%
- Enzymology 14%
- Forestry 17%
- Genetics and heredity 35%
- Immunology 11%
- Marine biology 13%
- Limnology 38%
- Microbiology 25%
- Microscopy 7%
- Oceanography 14%
- Ornithology 43%
- Parasitology 40%
- Physiology 28%
- Virology 17%
- Zoology 43%

Chemistry - average 36%
- Biochemistry 23%
- Chemistry 31%
- Analytical chemistry 34%
- Physical chemistry 42%
- Crystallography 38%
- Electrochemistry 60%
- Spectroscopy 33%

Engineering - average 40%
- General engineering 30%
- Chemical engineering 43%
- Civil engineering 43%
- Electrical and electronic engineering 67%
- Mechanical engineering 35%
- Environment 53%
- Fuels 40%
- Machinery 33%
- Mechanics 44%
- Metallurgy and mining 15%

Geography and Earth Sciences average 32%
- Geography 20%
- Geology 48%
- Geophysics 13%
- Geoscience and earth science 35%
- Meteorology 48%
- Minerology 29%

Mathematics - average 60%
- Computer applications and cybernetics 55%
- Mathematics 64%

Physics - average 29%
- Astronomy 25%
- Astrophysics 38%
- Biophysics 24%
- Physics 42%
- Solid-state physics 17%

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* One title may be included in several different subject areas, if applicable.

Monograph Breakdown by Program Areas:
Summary Table

	Monograph Base 7/1/73	1973/74 % Gain	Monograph Base 7/1/74	1974/75 % Gain	Monograph Base 7/1/75	% of Total Monographs
Architecture (NA, TH)	1,034	16.8%	1,208	15.3%	1,393	0.9%
Business (HB-HJ)[1]	9,082	15.6%	10,498	14 %	11,968	7.9%
Engineering (T-TG, TJ-TN, TS-TT)	3,662	9.4%	4,008	8.3%	4,341	2.9%
Human Development and Learning (L-LZ)[2]	11,705	9.1%	12,771	4.9%	13,403	8.8%
Humanities (B-BD, BJ-BX, C, D, E, F, M, N, NB-NX, P, TR)	64,387	8.5%	69,840	8.3%	75,603	49.7%
Nursing (R)[3]	1,311	23.1%	1,614	17.5%	1,897	1.3%
Science and Mathematics (Q, QD, QH-QR, TP, S-SK)	11,603	8.9%	12,637	7.2%	13,545	8.9%
Social and Behavioral Sciences (BF, G-GT, H, J, QE, T)	12,982	14.9%	14,916	11.9%	16,885	11 %
Totals	115,766	10.1%	127,492	8.9%	138,835	91.4%

1. Excluded "K"
2. Excluded GV
3. Excluded RC

Library Collections and the Colleges

College of Architecture The College of Architecture offers the Bachelor of Arts in Architecture degree and the Bachelor of Architecture degree. Plans are underway to provide a master's degree within the next five years, pending approval.

Thirty-three courses with thirty-eight sections were offered during the 1975/76 academic year. Two hundred sixty-nine students enrolled for the fall semester, representing 3.5 percent of the student body.

The College of Architecture was established in 1970. Funding for the new college's library needs was allocated by the state legislature for use ahead of the time students would arrive on campus. Some faculty members were also hired at this time to prepare programs and facilities. Selection of a basic architecture collection was to have taken place during this advance period. Unfortunately, no ordering was done until the very last minute, and Architecture has seemingly been behind in book and periodical selection ever since.

Although the architecture faculty looks upon the library collection most unfavorably insofar as size, strength, and usefulness are concerned, the faculty also sees the collection as not particularly necessary. Students perceive the collection in a somewhat negative light, although not approaching the extreme of the faculty, for they also view it as necessary, basically valuable, and evidencing some improvement.

Faculty listed books and journals as most important, audiovisual materials second, and government documents third. Students were in general agreement with this order. Faculty felt their book, journal, and audiovisual needs were not being met, while students were dissatisfied with their level of success in locating journals and audiovisual materials.

Examination of the most relevant Library of Congress subject classes shows that less than 1 percent of the monograph collection can be assigned to the interests of architecture and only 1 percent of all serials titles are related to architecture. Since architecture students make up over 3 percent of the total enrollment, the collection appears to be failing to meet the needs of the college on a proportional basis.

The library holds 54 percent of the architecture titles recommended in Books for College Libraries.

While the library subscribes to many of the basic American periodicals relating to architecture, subscriptions to foreign periodical publications are

few as evidenced by the low percentage of titles held in the Architectural Periodicals Index. Foreign publications would seem to be especially valuable in this subject area. Periodical holdings in the classifications applied for architecture are basically incomplete with over 50 percent of the titles having less than one-third of a run.

Architecture spent 27 percent ($980) of its 1974/75 library materials budget on audiovisual materials. The major part of this expenditure was for slides.

Lack of initiative on the part of librarians and Architecture faculty has been somewhat responsible for the present state of the architecture collection. There is a definite need for the library to make a conscientious and persistent effort toward involving Architecture in a collection building program. The library staff must actively seek ways to identify materials needed and work with the Architecture faculty to see that the materials are acquired, even if it means requesting extra funds, seeking grants, or searching for gift funds.

College of Business Administration The College of Business Administration consists of the departments of Accounting, Business Administration, and Economics. The college grants three undergraduate degrees and one master's degree (management). No new programs are in the planning stages.

During the 1974/75 academic year, the college offered 44 courses with 119 sections. Fifteen hundred twenty-nine students were enrolled for the fall semester, representing 20 percent of the total enrollment.

The faculty consider books, journals, government documents, and audiovisual materials to be of equal importance. Students feel a greater need for books than for the other three forms of materials. The only needs not being matched by level of success were those of the faculty for government documents and audiovisual materials. However, the faculty sees the library collection as weak, inadequate, basically poor, and little-used.

The percentage of monograph and serial holdings directly related to business administration is calculated to be 8 percent. However, not included in the count are materials in the "K" classification which include a number of tax services paid for by the college and used extensively by its students. Additional study is needed to determine if the library is supporting the college adequately.

Forty-three percent of the business administration titles recommended in Books for College Libraries are owned by the library. It would appear that the college could use assistance in identifying monographs to be added to the collection.

The College of Business Administration has had the advantage of a large amount of gift money (Surtman Fund) upon which to draw for the purchase of library materials. This fund has been used not only for monograph purchases, but currently supports close to $5,000 in annual continuing obligations. These include approximately fifty periodical subscriptions and some twenty business services. An additional one hundred subscriptions originally purchased with Surtman funds over and above the college's new subscriptions allocations have been taken over by the library. Although gift funds cannot generally be used for continuing obligation items, this qualification was waived for a few years due to the size of the Surtman Fund. The fact that 99 percent of the titles listed in the Business Periodicals Index are held by the library may be attributed to the extensive Surtman fund purchases. The college is better supported by current periodical literature than any other college. Interest in retrospective buying has not been so keen, and forty-three percent of the college's serial titles have less than one-third of a run. Emphasis on currency of material is especially evidenced by the college's requests for continuously updated loose-leaf services.

The college spent 18 percent ($2,422) of its 1974/75 library materials allocation for audiovisual materials.

A considerable amount of money has been spent developing the library collection for the College of Business Administration. It seems quite important to uncover the reasons for the faculty's negative attitude toward the collection.

College of Engineering The College of Engineering consists of four departments: Engineering Analysis and Design; Engineering Science, Mechanics and Materials; Engineering Technology; and Urban and Environmental Engineering. Presently the college offers two degrees, the Bachelor of Science in Engineering and the Bachelor of Engineering Technology. Planning is under way for two additional degrees: the Bachelor of Liberal Engineering and the Master of Professional Engineering.

In 1975/76, 106 courses with 132 sections were offered and 578 students were enrolled, representing 7.6 percent of the total university enrollment.

The college perceived the collection to be generally mediocre with the faculty being more inclined to view it as small, inadequate, poor, and inferior. Books and journals were most important to both faculty and students, while faculty saw government documents as equally important. The faculty did not feel that any of their needs were being met adequately. Students were dissatisfied with the books and journals collection.

Only 3 percent of all monograph volumes and 8 percent of all serial titles are related specifically to engineering. For a college which says that books and journals are of equal importance, monograph holdings appear to

be very low. For the Library of Congress classifications assigned, the volume count per student is less than eight volumes for each student enrolled in the fall of 1975.

Of the titles recommended in Books for College Libraries, 47 percent are owned by the library.

Because of the extensive foreign language and in-depth technical coverage of Engineering Index, the low percentage of titles indexed subscribed to by the library (18 percent) is not truly indicative of how well the serials collection is meeting student and faculty needs. The Science Citation Index, which deals mainly with English language journals and widely accepted foreign publications, provides some slightly different information. The library holds from 15 percent to 67 percent of the titles in particular areas of engineering: general engineering (30 percent); chemical engineering (43 percent); civil engineering (43 percent); electrical and electronic engineering (67 percent); mechanical engineering (35 percent); environment (53 percent); fuels (40 percent); machinery (33 percent); mechanics (44 percent); and metallurgy and mining (15 percent).

Forty-four percent of the total serial titles have less than one-third of a run. Increasing availability of periodical back volumes on microfilm and microfiche should make retrospective buying of expensive engineering materials more feasible.

It must be assumed that some of the library materials needs of the College of Engineering are met by titles which fall into the classification assigned to the College of Science and Mathematics. However, results of quantitative and qualitative analysis derived thus far indicate that Engineering requires some assistance in collection building.

College of Human Development and Learning The College of Human Development and Learning presently grants one master's degree, is responsible for the undergraduate certification program, and has just begun a new undergraduate program, offering the Bachelor of Arts in Human Development and Learning. Also in the planning process is a program leading to advanced graduate certification (a sixth-year program). Health and Physical Education is a department of the college.

Sixty-six courses with 150 sections were offered in 1975/76. There were 662 students enrolled in the master's degree program, representing 8.7 percent of the total fall 1975 enrollment.

In the library user inquiry, books and journals were ranked as most important by both faculty and students, with faculty also placing audiovisual materials at the same level. Faculty do not feel that their needs are being met for journals or audiovisual materials, while students feel the need for

more books. Expenditures for audiovisual materials indicate the faculty's interest in multi-media formats. Fifty-nine percent ($6,628) of their library materials allocation was spent for audiovisual materials.

On the basis of percentages, the collection appears to be more evenly balanced quantitatively for HDL than for any other college. The college has 8 percent of the total enrollment. Monograph holdings are calculated as 9 percent and serial titles as 8 percent of the total library holdings in those areas. However, there is a problem in attempting to identify how many non-HDL students need the materials in this area. Undergraduate students seeking teacher certification are listed as majors in other colleges although they take courses originating in the College of Human Development and Learning. These students, of course, have need for the same or similar materials that master's degree candidates in HDL have. Further study needs to be made to determine whether the collection is adequate in quantity for both the needs of HDL majors and students seeking certification as teachers.

Of the BCL-recommended titles, the library owns 58 percent.

Subscriptions exist to a fairly solid 71 percent of the titles listed in the Education Index. A check of Current Index to Journals in Education, which is broader in scope and deals with more foreign publications showed that the library subscribes to 47 percent of the titles indexed.

Retrospective buying has been particularly neglected in this area, and almost 50 percent of the titles held have less than one-third of a run. A moderate number of interlibrary loan requests for serials and photocopy of articles would suggest some need for action, especially since education-oriented periodical back volumes are so readily and reasonably available in microform. Heavy use of the ERIC microfiche indicates that there is no reluctance to consult material in this form. These generalizations also apply to health and physical education materials. This department has done some cooperative buying with the College of Nursing, which has been to the advantage of both.

Because of the apparently heavy use of library materials by students in the College of Human Development and Learning, this seems to be an area in which the library might assist the college in identifying and filling student and faculty needs.

College of Humanities The College of Humanities includes the areas of Black Studies and American Studies, the departments of Creative Arts, English, Foreign Languages, History, Philosophy, and Religious Studies. Creative Arts offers majors in dance, drama, music and art. The Foreign Languages Department offers majors in French, German and Spanish. Each of the other departments also grants the bachelor's degree, with a masters

degree in education available in English and history. Two new master's degree programs are in the planning stages, a master's degree in language and literature, and a master's degree in creative arts.

During 1975/76, 160 courses with 343 sections were offered and 1,184 students were enrolled in the fall. This comprised 15.6 percent of the total enrollment.

Although nearly half of all monograph volumes in the library are in the area of humanities, the Humanities faculty perceive the library collection to be weak, ordinary, inadequate, and basically inferior. The students fall consistently in the middle. In terms of need, the faculty ranked books first, journals second, and audiovisual materials and government documents third. Students felt books and journals were of equal importance. For the faculty the discrepancy between need and success was greatest for books, with journals somewhat better but still not matching the need level. Students also felt their journal needs were not being met.

Fifty percent of all monograph titles and 22 percent of the serial titles in the library support the humanities. Of the BCL-recommended titles, only 44 percent are owned by the library. The College of Humanities showed the least percent change from the check of the first edition of Books for College Libraries to the second edition. In fact, three of the subject areas within the Foreign Languages Department dropped in percentage of titles owned. Of the eight colleges, Humanities spent the least of its materials allocation for audiovisual materials in 1974/75 (8 percent or $2,922). This is consistent with the college's expression of its needs.

There is great variation in quality and quantity on the parts of the library serial holdings which relate to the departments in the college. Current and retrospective holdings in creative arts are notably weak. This area requires particular attention with the realization that the amount and type of illustrative material often results in costly purchases. The periodical collections in history, philosophy, and religious studies could use further development insofar as current subscriptions and back volume material are concerned, and a wealth of material is readily available in reprint and on microform. History, especially, has used interlibrary loan for borrowing serials and for obtaining photocopies of articles. English and Black Studies have benefited from some valuable retrospective purchases on microfiche. Retrospective buying in foreign languages has been limited, largely due to difficulty in obtaining material (reprints and microform are not as readily available as in other areas). Most departments in the College of Humanities had fair basic collections originating from Charlotte College days. Almost 50 percent of the titles have runs which are more than two-thirds complete. There has been a definite reluctance to purchase microform materials until fairly recently.

The interdisciplinary nature of many of the humanities-related library materials, combined with the tremendous amount of material available, has resulted in much support from the library general fund for both monographs and serials. Continued assistance, particularly in the creative arts and foreign languages areas, is advisable.

There are several questions which might be posed in further study: (1) 75,603 monograph volumes relate to the humanities and comprise 50 percent of the total library collection. Is the need for books in the College of Humanities actually that much greater than in the other colleges? (2) Is this an area where many gifts were received which do not adequately support the instruction and research needs of the humanities, but significantly inflate the volume count? (3) Why did the percentage of Books for College Libraries titles for French, Russian, and Spanish decrease between the first edition and the second? Is this due to changes in the list, selection activities, or budget allocations?

College of Nursing The College of Nursing offers the Bachelor of Science in Nursing with plans underway for a master's degree within the next five years. In 1975/76, 13 courses with 19 sections were taught for the 400 students enrolled. Nursing students made up 5 percent of the total fall enrollment.

Nursing faculty tend to see the library collection as weak, ordinary, and inadequate. Books and journals were ranked as most important, with audiovisual materials next, and government documents least needed. The faculty felt that none of their needs were being met and to a somewhat lesser extent, the students felt likewise.

The portion of monograph holdings assignable to Nursing is one percent, while three percent of all serial titles are related to the college's area. Both monograph and serial holdings seem to be quantitatively inadequate.

Of the titles recommended in Books for College Libraries, the library owns only 37 percent, so it would appear that quality should also be of some concern.

Last year Nursing spent 14 percent ($316) of its materials allocation for audiovisual materials.

New serial subscriptions and periodical back volumes have been carefully selected recently, although the low percentage of titles held in Cumulative Index to Nursing Literature and the high percentage of serials with runs less than one-third complete indicates that it will take some time to make up for the early neglect of the collection. Cooperative buying with the Department of Health and Physical Education and gifts from the Medical Library of Mecklenburg County have also benefited the nursing serials holdings.

For a time it was very difficult to involve the College of Nursing in collection building. A member of the Reference Unit became a liaison person who encouraged and facilitated ordering for the Nursing faculty. This was apparently a successful move, for the past few years have brought a conscientious effort on the part of the college's library representatives and faculty to improve and develop the collection. It is absolutely essential that this effort be expanded and continued.

College of Science and Mathematics The College of Science and Mathematics consists of four departments: Chemistry, Biology, Mathematics, and Physics. A student may elect to pursue either a Bachelor of Arts or a Bachelor of Science degree in each of the departments. There are at present three master's degree programs. One new master's program is in the planning stages.

In 1975, the college offered 113 courses with 201 sections and 737 students were enrolled. This figure amounted to 9.7 percent of the total fall enrollment.

Faculty and students agreed in the survey that the collection tends to be ordinary and inferior, with the faculty seeing it as small, and student- and instruction-oriented. The collection's necessity and usefulness is recognized, however. Need for books and journals is high, and the library fails to some extent to meet that need. Audiovisual materials receive second priority and government documents are next.

The monograph holdings of the college comprise 9 percent of the total holdings, while serial titles make up 12 percent of the total titles.

The percentage of monograph holdings listed in BCL relevant to the college is 60 percent, the highest percentage of any of the colleges.

As a whole, the college has taken the most organized approach to collection building of any academic area. Especially notable is the work of the Chemistry and Mathematics departments. Systematic purchase of periodical back volumes has resulted in over 50 percent of the college's serial titles being two-thirds complete. (For Chemistry and Mathematics, the figure is closer to 70 percent). All departments have made extensive microform purchases in view of prohibitively priced hard copy. There has been interest in subscribing to microfiche editions of current publications. Due to the high cost of scientific periodical literature, new subscriptions have been very carefully considered. The departments have generally taken the approach that if it is worth purchasing currently, it is worth developing retrospectively.

The low percentage of titles held from Biological Abstracts, Chemical Abstracts, and Mathematical Reviews is the result of the extensive foreign language coverage and relatively obscure references dealt with in these

services. The list checked from Physics Abstracts was a highly selective one of most-cited references, thus explaining the high percentage of titles held by the library.

Because of these results, the Science Citation Index was also checked as its coverage is devoted to more English language journals and to more widely-used publications. The library held 27 percent of the total titles indexed. This figure includes titles in several medical fields not having academic departments at UNCC. The various biological fields were represented by from 7 percent (microscopy) to 57 percent (bacteriology) of titles held for an overall average of 27 percent. Chemistry percentages ranged from 23 percent (biochemistry) to 60 percent (electrochemistry) for a 36 percent average. Physics had 42 percent of the general physics titles, consistent with Physics Abstracts figures. Mathematics had 64 percent of the titles indexed and 55 percent of the Computer Science titles.

While books and journals are ranked as most needed, 43 percent of the college's allocation in 1974/75 was spent on audiovisual materials. One department used 82 percent ($3,229) of its budget for audiovisual items with another spending 50 percent ($2,334).

Both Chemistry and Biology have developing graduate programs. The very high number of interlibrary loan requests made by faculty and graduate students, especially for photocopies of articles, indicates that continued attention must be given these two areas. The biology collection has not developed as well as the others. It is particularly important that this situation be remedied. The necessity for more foreign language publications should be explored in this and all of the other areas.

College of Social and Behavioral Sciences The College of Social and Behavioral Sciences includes four departments: Geography and Earth Sciences, Political Science, Psychology, and Sociology and Anthropology. Also included in the college are the Criminal Justice Program, Service Learning Internship Program, and Venture Program. The college offers bachelor's degrees in six major areas and one master's degree (geography). At various stages in planning are seven new master's degree programs and one bachelor's degree. The institution of some or all of these programs will have significant collection-building implications for the library.

In 1975/76, 134 course with 229 sections were offered, and 1,305 students were enrolled in the college, making up 17 percent of the total fall enrollment.

In the library user inquiry, students' attitudes towards the collection fell consistently in the middle range, but faculty were more critical. The faculty felt that the collection was ordinary and small, somewhat unreliable, inadequate, and relatively inferior. Faculty ranked journals first, books

and government documents second, and audiovisual materials third. Of these, only the level of need for audiovisuals matched the level of success in meeting the need.

Monograph holdings assigned to the social and behavioral sciences were calculated at 11 percent of total holdings, while 15 percent of all serial titles were designated as belonging to the academic disciplines of the college. The number of monograph volumes, 16,685, seems low for the number of students enrolled in the college. Additional study should be made to determine more precisely the needs of the various programs within the college for monographs.

The library owns 57 percent of the titles recommended in Books for College Libraries for the social and behavioral sciences. The four departments and the Criminal Justice Program are fairly uniform in the percentage of titles held, ranging from 50 percent to 66 percent.

Seventeen percent of the total college allocation was spent in 1974/75 for audiovisual materials.

The serial holdings in the college vary somewhat by department. With the exception of the Social Sciences Index, and the specific group of titles (United States only) checked in Abstracts on Criminology and Penology and Crime and Delinquency Literature, the services consulted were international in scope covering many foreign language publications, and percentages were somewhat low. Results obtained from checking Science Citation Index for geography- and earth sciences-related titles turned up an overall average of 32 percent of titles held with a high of 48 percent in geology and meteorology, and a low of 13 percent in geophysics. A check of the psychology titles treated by SCI indicates that the library holds 62 percent of them, a considerable difference from the Psychological Abstracts percentage of 25. Moderate to heavy use of interlibrary loan to obtain serials and photocopies of articles, especially in geography and earth sciences, political science, and psychology, suggests that the serials and periodicals holdings might be broadened in scope. A future check of Social Science Citation Index is advisable.

Interlibrary loan requests indicate a need for some attention to retrospective buying. Sociology (and Anthropology) and Psychology have been particularly active in this area. Over 50 percent of the titles in these areas are more than two-thirds complete. Other departments have been reluctant to make microform purchases and unable to affort reprint and hard copy. Many criminal justice titles are only now becoming available on microform and in reprint. It might also be noted that serial titles relating to the College of Social and Behavioral Sciences departments suffer from the highest loss and mutilation rates in the library.

Procedure for Analyzing and Incorporating Improved Technological Advancements

As technological developments in the field of information science become more advanced, increasing numbers of automated systems are available to libraries. In order to take full advantage of such opportunities, the library must have a systematic method of weighing alternatives for answering its needs, and also a way of incorporating new systems into the work of the library. The manner in which a system is chosen, the method used to merge the system with already present personnel and procedure, and the actual management of the system's operation all contribute to the success or failure of new technology in the library.

Evaluation of the Present System The first step in evaluating the present system is to identify the objectives of the system: what function should the system perform? whose needs and what needs should be answered in the performance of that function? This analysis must be done before any type of evaluation can be made of the system. It must be used as a "yardstick" in determining the effectiveness of the current system, in determining what improvements can be made, and in deciding upon alternatives to the present system.

Once the objectives have been stated, comparison between them and the actual performance of the operation will point out problems and issues of concern. Such a comparison implies a thorough examination of current procedures. Study should be undertaken by those most knowledgeable in both expected results and actual results, with input from other staff members who have acquired expertise in specific aspects of the whole operation. If the operation involves service to users, they should be consulted as to the usefulness of the service. It must be decided if the system as it is meets the stated objectives; if not, the problem areas must be determined.

Problem areas or issues of concern must then be analyzed and a determination made of how the procedure can best be changed to come as close as possible to meeting objectives. Staff and user input is essential in deciding what changes could improve the system. The current system should then be changed as indicated, making allowance for the impractical and the impossible, and all procedures should be defined as they exist.

With the system clearly defined and in the best possible working order, it should next be evaluated to determine whether it can meet present and future needs. The future is defined here as being the next 2-5 years, since needs of the more distant future may be affected by factors that are as yet unknown. If the system appears adequate, it should be retained and provision should be made for yearly evaluation using this same procedure.

Identification and Evaluation of Alternatives The scarcity of evaluative literature on automated library systems makes necessary a slow, careful approach when considering a change from a manual system, development of an automated system, purchase of programs to be used on a computerized system currently available to the library, or purchase of an in-house computer with specialized programs. At this stage all possible alternatives should already have been identified.

Once alternative courses of action are known, data on economic costs, effectiveness, benefits, and risks of the various alternatives should be obtained. This means an in-depth study of all systems under consideration. This is a data-gathering phase, not a decision-making one, and no alternative should be ruled out until all data has been accumulated and studied. Great care should be taken to gather the most complete and accurate information possible, as the final choice of a new system will be based on this information.

The dearth of evaluative literature requires other means of collecting well-balanced data--well balanced in the sense that there is an awareness of bad as well as good points. This well-balanced data can be obtained through discussions with systems representatives, through an analysis of all literature that is available, through visits to places where systems under consideration are in operation, and through discussion of all aspects of the systems with people who have dealt with them from the time of their installation.

The decision to adopt an alternative system can then be made with reference to stated objectives, to data obtained about each alternative system, and to budgetary and facilities constraints. Realizing that the alternative chosen may be the basis for future, more sophisticated systems, the one selected should be the best available for the money available. In order to do this, the library must establish precise and reasonable expectations based on stated objectives. Continuing budgetary support and a long-term commitment are essential. Consideration must also be given to the adequacy of facilities. A system in which programming or tailoring is necessary requires an experienced computer person with some knowledge of library operations. This person must be dedicated solely to library systems, as he or she is crucial to the success of such a system. Selection of an automated alternative may presuppose an agreement with the Computer Center that computer time and machine capabilities will be available.

When the current system is a manual one, the decision to abandon it for an automated one must be a carefully considered choice. It cannot be justified because it seems to be the trend in libraries today; nor can immediate monetary savings be expected. Savings, if any, will come only after years of involvement with a system. The decision must be based on the system's ability to answer the specific needs of the library. The value of an automated system lies in its ability to eliminate many manual operations, to save time, and to increase accuracy, frequency, and number of relevant reports.

In comparing automated alternatives, factors to be considered include the availability of flexible and efficient programs, and adequate machine capacity. The potential of each system should also be studied. All things being equal, the deciding factors should be:

1. Monetary cost;
2. Quality and quantity of manuals provided;
3. The ease with which library personnel can handle the system;
4. Availability and quality of machine maintenance and programming support.

Planning and Implementation of Alternative Immediately upon deciding to incorporate an automated system into the library, planning for its implementation should begin. First of all, it must be determined what impact, direct and indirect, the new system will have on the library--on personnel, on work flow, and on facilities. Another visit to a place where the system is in operation is appropriate. Ideally, all personnel who will be directly affected by the system should attend the session, ask questions, and see how the system is being handled.

Considering the possible impact on the structure of the organization and on interpersonal relationships within the library, staff enthusiasm is essential to the utilization of the system's full potential. Involvement in the planning stages helps reduce adverse reactions to the chosen alternative. Plans for the operation of the new system should be communicated within the unit most directly affected and also made known, perhaps in lesser detail, to other staff members.

Once the impact of the new system is learned, it is essential to identify the changes necessary to deal with this impact. Facility changes will almost certainly be necessary to accommodate the machinery, to assure proper conditions for its effective use, and to provide for storage of computer output. A careful comparison should be made of work flow under the current system and that which will likely exist with the new system. Such a study, along with input from staff members most directly affected, will point out the changes in work flow and procedures that need to be made. Individuals should be considered when making these changes.

A timetable for implementing the needed changes should be established and executed. The timetable should be realistic in its scheduling and should be made known to all those whose work it affects. Such a timetable provides a sense of accomplishment when a phase of preparation is completed, and tends to keep events moving in a proper sequence. The timetable should make provision for work flow adjustment before the new system is installed.

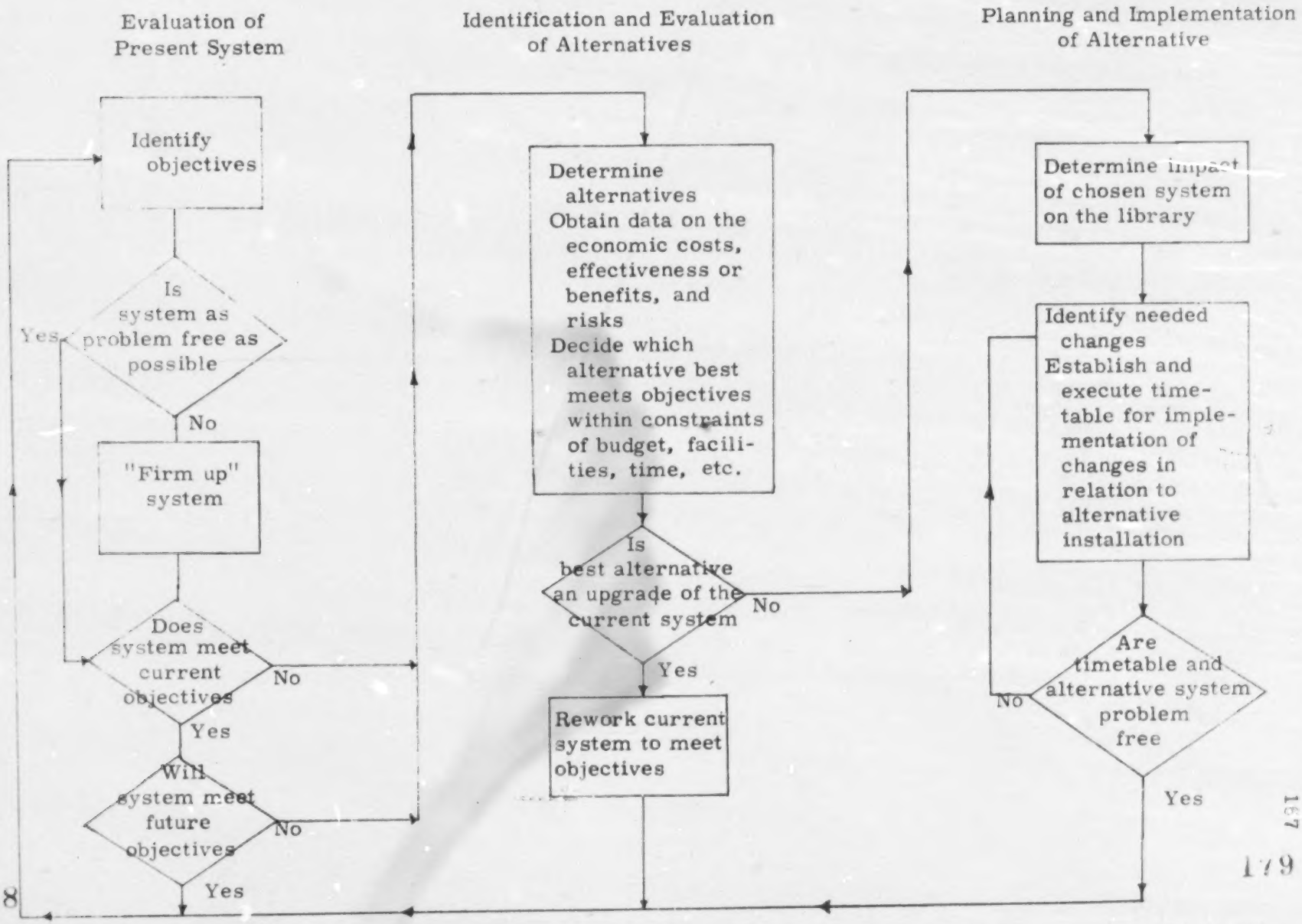
As preparation for and installation of the new system proceeds, problems with implementation of changes, with performance of the new system, and

with the practical execution of the timetable should be identified. The timetable and the types of changes to be made should continually be adjusted until the system is working properly and meeting objectives. During this period of "getting the bugs out" of the system, all manuals must be kept up to date. Written, understandable instructions must be provided for operators and users. A workable method of communication must be followed, by which the library reports good points and/or irregularities back to the appropriate authority (systems analyst, systems representative, computer programmer, or key person). The unit most directly responsible for the system should also query the patrons, the university faculty, and other units of the library as to the usefulness of reports and services provided. Documentation should be kept for all requested changes and for all changes that are actually made.

Once the system is in good working order, provision must be made for continued periodic evaluation, using the methods described herein.

A flowchart of this procedure follows. With slight variations, it can be used as a guideline for evaluating and implementing other proposed changes within the library.

Procedure for Analyzing and Incorporating Improved Technological Advancements


Evaluation of Present System
Identification and Evaluation of Alternatives
Planning and Implementation of Alternative
Identify objectives
Is system as problem free as possible
Yes
No
"Firm up" system
Does system meet current objectives
No
Yes
Will system meet future objectives
No
Yes
Determine alternatives
Obtain data on the economic costs, effectiveness or benefits, and risks
Decide which alternative best meets objectives within constraints of budget, facilities, time, etc.
Is best alternative an upgrade of the current system
No
Yes
Rework current system to meet objectives
Determine impact of chosen system on the library
Identify needed changes
Establish and execute timetable for implementation of changes in relation to alternative installation
Are timetable and alternative system problem free
No
Yes

APPENDIX Q